



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS501A Identify and respond to student development needs

Release: 1

CHCED501A Identify and respond to student development needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to identify and respond to the developmental needs of students

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. Provide opportunities for developmentally appropriate physical activity | 1.1 Identify <i>opportunities for physical development</i> that are appropriate to student's stage of development and capabilities
1.2 Identify opportunities for students to learn and develop <i>physical skills</i>
1.3 Seek and follow guidance regarding opportunities for a particular student
1.4 Promote <i>appropriate physical activities</i> using available resources |
| 2. Promote the student's exploration and development of identity | 2.1 In conjunction with teacher, choose <i>learning materials and resources</i> that provide positive and <i>non-stereotypical images</i>
2.2 Encourage students to take pride in their racial identity , gender identity and abilities
2.3 Under supervision of teacher, design activities that provide opportunities to explore issues of <i>self-image and identity</i> that are within the students level of development |

ELEMENT**PERFORMANCE CRITERIA**

3. Promote students self-esteem
- 3.1 Design activities that take into consideration the *student needs, interests and capabilities*
 - 3.2 Encourage students to take *appropriate risks* and to view them as opportunities to learn
 - 3.3 Monitor student *confidence and self-esteem*
 - 3.4 Acknowledge and support students who are experiencing negative views of themselves, their world and learning
 - 3.5 *Share information* in a variety of forms with other staff, specialist and management
 - 3.6 Encourage students to be active in decision-making that affects their learning and development
4. Develop and promote positive interaction with and between students and adults
- 4.1 Encourage students to initiate and develop positive and appropriate *forms of contact* with others
 - 4.2 Identify and address inappropriate and negative forms of contact according to *organisation policies and procedures*
 - 4.3 *Model and advocate* respect and courtesy in all forms of communication
 - 4.4 Structure learning activities to promote cooperation, mutual respect and resolution of conflict
 - 4.6 Provide support to students who have difficulty interacting with others to establish and maintain friendships and group membership
5. Encourage and promote the acceptance of diversity by students and staff
- 5.1 Encourage students to regard differences between people positively
 - 5.2 Assist students to understand that diversity is beneficial to the community and their future
 - 5.3 Negotiate problem solving between students in conflict

ELEMENT**PERFORMANCE CRITERIA**

6. Assist students in their cognitive development

- 6.1 Provide opportunities and resources that are varied and challenging to the students stage of cognitive development and interests
- 6.2 Use *theories of cognitive development* to construct appropriate learning interactions and activities
- 6.3 Provide activities that reflect *sequential acquisition of knowledge* and skills
- 6.4 Encourage students to explore, understand and attempt to solve problems in their environment
- 6.5 Introduce new ideas/activities that may build on existing knowledge, skills and interests
- 6.6 Arrange the education environment to provide a variety of experiences to develop students' creativity, imagination and self expression

7. Assist students in their language development

- 7.1 Provide developmentally relevant opportunities for students to listen, use and experiment with language
- 7.2 Create opportunities for group discussions and exchange of views between students
- 7.3 Use learning materials that are developmentally appropriate
- 7.4 Speak to students in a language that is appropriate to the maturation and developmental level of the student
- 7.5 Take time to listen and respond to students
- 7.6 Encourage students to express their thoughts, feelings and ideas using open-ended questions
- 7.7 Model and encourage *two-way communication* with questioning and listening

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:

- Policy, procedure and legislative issues affective performance as education support personnel
- Physical skill and development
- Each student's rate of development, needs, interests and strengths
- Experiences that will target specific areas of physical, emotional, social, cognitive and language development
- Resources that can be used the stimulate physical, emotional, social, cognitive and language development
- Interactions between different areas of development
- Strategies that can be used to encourage independent reading
- Roles and responsibilities of education support workers and teachers in providing support to students
- A range of effective communication strategies for use with students and teachers
- Contextual factors which influence the students emotional and psychological development
- Events or crises which can challenge the students emotional and psychological development
- Factors which enhance the development of self-esteem and self identity
- Identity development processes within the students' culture

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate integration of all elements of competency
- Assess the elements of competency within an education setting
- Analyse student behaviour against developmental theories

REQUIRED SKILLS AND KNOWLEDGE

- Select activities that are appropriate to the developmental stages of the students
- Promote and interact in a positive, respectful, and supportive manner with student/s and colleagues
- Understand, promote and support student's developmental needs

In addition, 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:

- Use a range of communication styles to suit different audiences and purposes
- Respond to diversity in supportive and positive ways
- Empathise and be culturally sensitive in responding to students
- Access formal documents such as legislation and policies related to education environments
- Apply environmental and occupational health and safety procedures
- Identify appropriate contact
- Use problem solving in respect to choosing appropriate response, identifying problems, consulting with appropriate personnel with self and students
- Use interpersonal skills
- Consult with teaching staff, education support workers, management team and others on workplace learning strategies to accommodate student developmental needs
- Apply stages of developmental theories to working with students

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed either on the job or off the job through an appropriate workplace simulation for

EVIDENCE GUIDE

competency:

a range of age groups and a range of conditions over a number of assessment situations

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
 - educational materials

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.

RANGE STATEMENT

Opportunities for physical development may include:

- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Physical environment - constraints and potential
- Level of support
- Frequency and regularity
- Socio-dramatic play
- Art/craft activities

Physical skills may include:

- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Locomotion

Appropriate physical activities may include:

- indoor and outdoor activities
- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Locomotion
- Coordination

RANGE STATEMENT

- Learning materials and resources may include:*
- Electronic forms
 - Print resources e.g. References, texts and worksheets
 - Auditory resources e.g. Videos, photos, charts and diagrams
 - Sporting equipment
 - Scientific equipment
 - Nature
 - Personnel
 - Case studies
 - Assessment materials
 - Record/log books
 - Constructions
 - Art work
 - Food

- Non-stereotypical images include flexible portrayal of people regardless of:*
- Age
 - Cultural background
 - Education
 - Ethnicity
 - Expertise
 - Family responsibilities
 - Gender
 - Interests
 - Interpersonal approach
 - Language
 - Life experiences
 - Marital status
 - Personality
 - Physical ability
 - Political orientation
 - Sexual orientation
 - Religious beliefs
 - Socioeconomic background
 - Thinking/learning styles
 - Work experiences
 - Working styles

RANGE STATEMENT

Self-image and identity may include:

- Perceptions of self as influenced by:
 - age
 - cultural background
 - education
 - ethnicity
 - expertise
 - family responsibilities
 - gender
 - interests
 - interpersonal approach
 - language
 - life experience
 - marital status
 - personality
 - physical ability
 - political orientation
 - sexual orientation
 - religious beliefs
 - socioeconomic background
 - thinking/learning styles
 - work experience

Student needs, interests and capabilities may include:

- English language numeracy and literacy
- Behaviour support
- Learning support
- Socio-emotional
- Cultural appropriateness
- Physical disabilities
- Intellectual disabilities
- Gifted and talented
- Interests
- Curriculum requirements

Appropriate risks refers to:

- Participation in activities where the results may be unknown and where their skills and/or knowledge are likely to be known or extended

RANGE STATEMENT

Confidence and self-esteem may include:

- Communication skills
- Physical abilities
- Emotional resilience
- Social adeptness
- Cognitive abilities

Share information may include:

- Personal information
- Custodial information
- Medical details
- Assessments
- Behavioural reports and programs
- Individual learning programs
- Anecdotal and formal reporting

Forms of contact may include:

- Social
- Emotional
- Physical

Organisation policies and procedures may include:

- Documents developed by the education system, school or a sector of the school which provided policy and procedural direction

Model and advocate refers to:

- Demonstrating and promoting as part of daily life

Theories of cognitive development include:

- Behavioural, cognitive learning and social constructivist theories of learning

Sequential acquisition of knowledge and skills may include:

- Progressive attainment of knowledge and skills as outlined in the development stages of cognitive theories

RANGE STATEMENT

Two-way communication refers to:

- Congruence between verbal and non-verbal communication
- Verbal and written communication:
 - phrases and jargon that students use
 - language specific to an area of the student's interest e.g. football/fashion
 - language that takes into account any identified disability or special learning needs
 - group or individual discussions
 - listening to informal conversations/chatting
 - volume to suit situation and audience size
 - intonation
 - articulation
 - pronunciation
 - tone of voice
 - awareness of word order patterns in Standard Australian English
- Non-verbal communication:
 - working at the same level as the students (e.g. sitting at the student's desk or on the floor)
 - proximity to the student
 - eye contact/no eye contact
 - body language
 - facial language
 - care and respect in interactions may be demonstrated through the tone of voice and style of interaction
 - gestures
 - augmentative and alternative communication

Unit Sector(s)

Not Applicable