



Australian Government

CHCEDS003 Contribute to student education in all developmental domains

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the knowledge and skills required to support students with different developmental issues to participate in classroom and other school activities.

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

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Support the physical development of students

1.1 Identify the stages of physical development required for each phase of the current curriculum framework

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1.2 Use appropriate strategies, materials and resources to support physical development according to the school/centre policy and procedures

1.3 Report concerns about a child's physical development to the teacher in accordance with the school/centre policy and procedures

2. Support the social and emotional development of students

2.1 Identify the stages of social and emotional development required for each phase of development in the current curriculum

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 procedures

3. Support the cognitive and language development of students

3.1 Identify the stages of cognitive and language development required for each phase of development in the current curriculum

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 procedures

4. Contribute to the inclusion of all students in 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 for students from

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

linguistically diverse backgrounds

4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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
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Unit Mapping Information

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>

Assessment Requirements for CHCEDS003 Contribute to student education in all developmental domains

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- identified the developmental stages within each phase of the current curriculum, including:
 - physical development
 - emotional and social development
 - cognitive and language development
- implemented strategies appropriate for supporting at least two students with different developmental support needs
- reported any concerns about children's development to the teacher
- supported an inclusive environment
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

Knowledge Evidence

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:

- relevant education system/school's policies and procedures
- curriculum and curriculum framework
- cultural and linguistic background of students and families
- broad 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
- importance of confidentiality as it relates to information about children
- language programs
- materials and resources to support the stages of development in each domain.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- the relevant approved learning framework.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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