



Australian Government

CHCEDS016 Support learning for students with disabilities in a classroom environment

Release: 2

CHCEDS016 Support learning for students with disabilities in a classroom environment

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. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required as an introduction to working with students that have a recognised disability.

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.

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. Apply understanding of the delivery of services for students with disabilities

1.1 Recognise the key issues facing students with disabilities and their carers

1.2 Apply the context of policy, regulatory and legal

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

requirements to working with students with a disability

1.3 Demonstrate a commitment to access and equity principles in all work

1.4 Consider personal values and attitudes regarding disability when working with students

1.5 Apply understanding of the effects that specific disabilities may have on student learning

2. Support the rights, interests and needs of students with disabilities as part of the education team

2.1 Investigate and use strategies that assist students with disabilities to exercise their rights and independence

2.2 Acknowledge and accommodate different student requirements in the team's approach to teaching and learning

2.3 Gather and record data as directed by the teacher

2.4 Identify and apply the support requirements of individual students

3. Respond to situations of risk or potential risk to students with disabilities

3.1 Report situations which may pose a health or safety issue to students or staff, according to organisation procedures

3.2 Respond to situations of immediate risk using predetermined strategies where available and report to appropriate personnel

3.3 Report uncharacteristic or inappropriate behaviour to teachers or other team members as needed

3.4 Take appropriate steps to maintain personal safety of self and others

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.

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 CHCEDS016 Support learning for students with disabilities in a classroom environment

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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:

- applied understanding of the rights of students with disabilities and the responsibilities of the education team in their education support work
- analysed the impact of own attitude on working with students with disabilities
- demonstrated understanding of stereotypes that may exist about people with disabilities and worked with a commitment to access and equity, by:
 - communicating effectively with students, teachers, parents/carers
 - demonstrating empathy and sensitivity to diversity
 - evaluating risk situations
 - identifying problems and choosing effective solutions
 - interpreting information from written and/or verbal directions.

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 work role.

These include knowledge of:

- consent, in terms of an awareness and understanding of what it means and strategies used to determine ability to consent
- discriminatory actions
- common risks to safety
- developmental and acquired disabilities
- holistic and individual-centred care
- principles and practices of confidentiality
- access and equity principles
- role of advocacy bodies
- student needs and rights including duty of care
- policies and procedures in relation to child protection.

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.

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

Links

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