



Australian Government

CHCEDS016 Support learning for students with disabilities in a classroom environment

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. 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**

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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>