



Australian Government

CHCEDS032 Support learning and implementation of responsible behaviour

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.

Application

This unit describes the skills and knowledge required to assist the individual and education organisation to implement responsible behaviour plans.

The unit develops an understanding of relevant legislation and organisation policies.

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. Research and document legislative and organisation

1.1 Access legislation and organisation policies in relation to behaviour support concerns

ELEMENT**PERFORMANCE CRITERIA**

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policy requirements

- 1.2 Identify and confirm essential requirements of relevant legislation and organisation policies
- 1.3 Conduct and review work practices in accordance with requirements of legislation and organisation policies
- 1.4 Identify organisation requirements for student and learning environment behaviour strategies and plans

2. Create safe learning environments to socially support student learning

- 2.1 Plan and implement learning experiences in consultation with the teacher
- 2.2 Establish constructive relationships with students based on mutual trust and respect
- 2.3 Engage in inclusive communication with students
- 2.4 Establish strategies for promoting collaborative relationships between students

3. Support implementation of strategies for student responsibility in behaviour management

- 3.1 Work in consultation with the teacher to identify behaviour management strategies to support students in learning to take responsibility for their own behaviour
- 3.2 Establish learning environments that assist students to work collaboratively
- 3.3 Implement strategies for assisting students to monitor and review their own behaviour
- 3.4 Create learning experiences for students to develop effective communication skills and appropriate social and learning behaviours
- 3.5 Implement strategies for providing regular feedback and reinforcement to students
- 3.6 Examine classroom behaviour management practices for effectiveness
- 3.7 Follow support processes for students requiring specific skills in developing and maintaining behaviours
- 3.8 Evaluate and implement strategies for improving professional practice
- 3.9 Use collaborative problem-solving skills when

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working with colleagues and students

3.10 Take appropriate steps, if required, 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 CHCEDS032 Support learning and implementation of responsible behaviour

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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:

- accessed and referenced documented research information using relevant standards
- adhered to education organisation's policies and procedures
- demonstrated supportive and collaborative relationships with students, including:
 - making use of a range of appropriate behaviour-management strategies
 - implementing student self-management strategies
 - interpreting feedback from colleagues relating to policies and procedures
 - reflecting on personal skills in behaviour management.

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:

- assessment strategies involving learner's participation
- available professional support services and resources
- child and adolescent development theories
- effective communication skills
- factors to promote or diminish the student's intrinsic motivation
- importance of the student's self-esteem in the learning process
- origins of inappropriate behaviour and the impact on student learning
- differing philosophical approaches to behaviour support
- practices and strategies for non-violent crisis prevention and intervention
- requirements of relevant legislation and organisation policies in relation to behaviour
- typical (and atypical) behaviours encountered in the education environment
- universal precautions for risk management
- when and how to implement consequences for inappropriate behaviour
- whole-of-school and student approaches to behaviour support.

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.

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