



Australian Government

CHCEDS035 Contribute to student education in all developmental domains

Release: 1

CHCEDS035 Contribute to student education in all developmental domains

Modification History

Release 1. CHCEDS035 Contribute to student education in all developmental domains supersedes and is not equivalent to CHCEDS003 Contribute to student education in all developmental domains.

Application

This unit describes the performance outcomes, skills and knowledge required to support the physical, social, emotional, cognitive and language development of students with a focus on the inclusion of all students.

This unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional to support student education according to established curriculum. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Contribute to the inclusion of all students.
 - 1.1. Use positive communication that encourages students to recognise and affirm differences in personal learning styles and abilities.
 - 1.2. Identify special requirements based on work with individual students and collaborate with others to facilitate access.
 - 1.3. Support students from culturally or linguistically diverse backgrounds with orientation and learning using appropriate communication.
 - 1.4. Recognise and respond to diverse approaches to study and learning with appropriate choice of support strategies.
2. Support physical development of students.
 - 2.1. Identify the stages of physical development in relation to each phase of development in the current curriculum.
 - 2.2. Use strategies, materials and resources that support physical development according to organisational policies and procedures.
 - 2.3. Identify and report concerns about a student's physical development to the teacher according to organisational policies and procedures.
3. Support the social and emotional development of students.
 - 3.1. Identify the stages of social and emotional development in relation to each phase of development in the current curriculum.
 - 3.2. Use strategies, materials and resources that support social and emotional development according to organisational policies and procedures.
 - 3.3. Identify and report concerns about a student's social or emotional development to the teacher according to organisational policies and procedures.
4. Support the cognitive development of students.
 - 4.1. Identify the stages of cognitive development in relation to each phase of development in the current curriculum.
 - 4.2. Use strategies, materials and resources that support cognitive development according to the organisational policies and procedures.
 - 4.3. Identify and report student's cognitive developmental progress to the teacher according to organisational policies and procedures.
5. Support the language development of students.
 - 5.1. Identify the stages of language development in relation to each phase of development in the current curriculum.
 - 5.2. Use strategies, materials and resources that support language development according to the organisational policies and procedures.
 - 5.3. Identify and report student's language developmental progress to the teacher according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	• interpret curriculum documents.
Writing skills to:	• produce reports according to organisational procedures.
Oral communication skills to:	• interact and engage with students to build rapport.

Unit Mapping Information

Release 1. CHCEDS035 Contribute to student education in all developmental domains supersedes and is not equivalent to CHCEDS003 Contribute to student education in all developmental domains.

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 CHCEDS035 Contribute to student education in all developmental domains

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement strategies to support at least two students with different developmental support needs
- assist above students on at least one occasion for each student in activities that collectively support learning in the following domains:
 - physical
 - social and emotional
 - cognitive
 - language
- perform the activities outlined in the performance criteria of this unit during a period of at least 100 hours in a classroom environment catering to students between the ages of five and 18 years, within at least one school in Australia.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and responsibilities of an education support worker and specific understanding of own work role and responsibilities
- organisational policies and procedures as they apply to the work role
- broad developmental stages of students between the age of five and 18 years in the following domains and how they interrelate:
 - physical
 - cognitive
 - language
 - social and emotional
- curriculum planning cycle and process and how it is based on child development
- curriculum and curriculum framework as it relates to all developmental areas
- strategies, materials and resources that support the stages of development in each domain
- cultural, linguistic and ability background of students and families and its impact on student development

- strategies and communication that support inclusion of students
- importance of confidentiality as it relates to information about children.

Assessment Conditions

Skills must be demonstrated in the workplace:

- implementation of support strategies must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- student information used to inform planning
- curriculum information
- teaching and learning resources
- organisational policies and procedures
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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