



Australian Government

CHCEDS048 Work with students in need of additional learning support

Release: 2

CHCEDS048 Work with students in need of additional learning support

Modification History

Release 2. Minor changes. Equivalent outcome.

Release 1. CHCEDS048 Work with students in need of additional learning support supersedes and is not equivalent to CHCEDS022 Work with students in need of additional support.

Application

This unit describes the performance outcomes, skills and knowledge required to contribute to the planning and implementation of strategies to support students who have challenges that may limit their access to the curriculum and its outcomes.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. 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.

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|--|---|
| 1. Contribute to team planning for students in need of additional support. | 1.1. Identify, in collaboration with the teacher, the specific learning needs of individual student.
1.2. Identify existing or potential barriers to learning.
1.3. Provide observations to the education team to inform planning for student requiring additional learning support.
1.4. Develop expectations for student using a collaborative approach under the guidance of the teacher.
1.5. Contribute to strategies developed by the education team to improve student access to learning.
1.6. Identify and assemble required resources, modifying or adapting activities based on student needs with guidance from teacher. |
| 2. Provide support to students in need of additional support. | 2.1. Implement planned strategies to meet the needs of individual student.
2.2. Use inclusive approaches and encourage student in ways which promote their positive self-concept and self-esteem.
2.3. Use language, equipment, materials and strategies suited to individual student needs.
2.4. Provide student with regular opportunities for practising new skills.
2.5. Monitor student progress and inform teachers on a regular basis.
2.6. Provide suggestions to teachers to improve learning opportunities for student. |
| 3. Respond to indicators of risk to student emotional wellbeing. | 3.1. Identify and report uncharacteristic student behaviour that may indicate a risk to student emotional wellbeing.
3.2. Respond to indicators of potential risk according to organisational policies and procedures.
3.3. Report behaviours which may pose a risk to student emotional wellbeing to teachers or other team members, according to organisational procedures. |

Foundation Skills

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

SKILLS

DESCRIPTION

Writing skills to:

- record information and observations according to organisational policies and procedures.

- | | |
|-------------------------------|---|
| Oral communication skills to: | • use listening and questioning skills to seek information and confirm understanding. |
| Technology skills to: | • facilitate the use of assistive technologies according to student needs. |

Unit Mapping Information

Release 2. Minor changes. Equivalent outcome.

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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 CHCEDS048 Work with students in need of additional learning support

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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:

- contribute to, and implement, support strategies for two students in need of additional learning support on at least one occasion for each student
- respond appropriately to two different situations where there are indicators of risk to the emotional wellbeing of the student.

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
- education system policies and procedures
- organisational policies and procedures for students with additional needs
- communication and collaboration requirements between different people involved in student learning and its importance in providing support for additional needs
- language, literacy and numeracy support techniques appropriate to the phase of learning
- reasons that some students may require additional support:
 - cognitive ability
 - physical capacity
 - emotional issues
 - medical conditions
 - psychological conditions
 - social issues
 - trauma
 - giftedness
- support strategies for different types of needs:
 - adjustments to program or activities
 - adaptations to resources
 - use of assistive technologies

- behavioural support techniques
- individual or peer support
- structuring of tasks
- arrangement of learning space
- features of an inclusive approach
- individual learning plans:
 - what they are
 - how they are developed
 - how they are implemented and monitored
- classroom safety considerations and how to respond within the scope of the education support role
- potential indicators of risk to student emotional wellbeing and appropriate responses to these:
 - changes in attention and concentration
 - changes in interaction with peers
 - agitation
 - sadness or lethargy
 - losing interest in activities usually enjoyed
 - changes in perception of self-image
 - physical symptoms or visits to the sick-bay
 - lack of interest in eating
 - talking about death or suicide.

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.

Skills related to responding to risk may be demonstrated through simulated activities and scenarios.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

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

Assessment must ensure access to:

- individual student information to inform planning
- individual learning plans
- teaching and learning resources

- organisational policies and procedures for learning support for those with additional needs
- 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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