



Australian Government

CHCEDS057 Support students with additional needs in the classroom

Release: 1

CHCEDS057 Support students with additional needs in the classroom

Modification History

Release 1. CHCEDS057 Support students with additional needs in the classroom supersedes and is not equivalent to CHCEDS004 Contribute to organisation and management of classroom or centre, CHCEDS016 Support learning for students with disabilities in a classroom environment and CHCEDS018 Support students with additional needs in the classroom environment.

Application

This unit describes the performance outcomes, skills and knowledge required to support students with recognised additional needs in classrooms, where there are students with a mix of abilities and needs.

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.

1. Work with others to support students with additional needs.
 - 1.1. Identify own roles and responsibilities and those of others involved in supporting students with additional needs.
 - 1.2. Cooperate with others to provide support to students.
 - 1.3. Share information with others to facilitate student support according to organisational policies and procedures.
2. Support individual students with additional needs.
 - 2.1. Reflect on own personal values and attitudes regarding additional needs when working with students.
 - 2.2. Show respect, empathy and acceptance for individual differences when interacting with students.
 - 2.3. Acknowledge and accommodate individual student needs in teaching and learning.
 - 2.4. Provide students with encouragement to promote their positive self-concept and self-esteem.
 - 2.5. Interpret and use individual learning plans to address additional needs.
 - 2.6. Use language, equipment, materials and strategies suited to individual student needs.
 - 2.7. Follow individual student learning plans created by teachers, and recommend amendments based on implementation experience.
3. Support the rights, interests and needs of students with additional needs as part of the education team.
 - 3.1. Identify key issues facing students with additional needs and their carers.
 - 3.2. Adhere to organisational policies, regulatory and legal requirements when working with students with additional needs.
 - 3.3. Demonstrate a commitment to access and equity principles in all work.
 - 3.4. Recognise and respond to the effects of specific additional needs on student learning.
 - 3.5. Investigate and use strategies that assist students with additional needs to exercise their rights and independence.
4. Assist with classroom programs to support students with additional needs.
 - 4.1. Identify and follow classroom strategies and plans used to support individual students.
 - 4.2. Assist with required modifications of general activities to meet individual student needs.
 - 4.3. Assist with whole class activities as directed by teacher.
 - 4.4. Use positive guidance strategies and techniques appropriate to student and as directed by teacher.
5. Contribute to learning opportunities.
 - 5.1. Identify and use strategies developed by teachers to encourage problem-solving by students.
 - 5.2. Identify and use strategies developed by teachers to assist

- development of independence and social skills in students.
- 5.3. Observe students and identify and take opportunities to encourage and support incidental learning.
- 5.4. Report observations to teachers when reflecting on ways to improve learning opportunities.
- 5.5. Gather and record data as directed by the teacher.
- 5.6. Provide constructive advice and feedback to students using positive communication.

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 teacher planning documents - interpret organisational policies and procedures.
Writing skills to:	record information and observations according to organisational procedures.
Oral communication skills to:	- interact and engage with students to build rapport - provide accurate detail of observations to colleagues and supervisors.
Self-management skills to:	interpret information from written and/or verbal directions and action appropriately.
Technology skills to:	record, monitor and report on student progress using digital media according to organisational procedures.

Unit Mapping Information

Release 1. CHCEDS057 Support students with additional needs in the classroom supersedes and is not equivalent to CHCEDS004 Contribute to organisation and management of classroom or centre, CHCEDS016 Support learning for students with disabilities in a classroom environment and CHCEDS018 Support students with additional needs in the classroom environment.

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 CHCEDS057 Support students with additional needs in the classroom

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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 support strategies planned by the teacher for two individual students with additional needs on at least one occasion for each student, and:
 - use inclusive practices and a collaborative approach to providing support
 - use language, materials and equipment suited to student needs
 - modify or adapt activities to suit individual student needs
 - provide advice and feedback to students
- assist with whole class activities on two occasions.

Knowledge Evidence

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

- legal and ethical requirements for working with students with additional needs and how they impact individual work practice:
 - access and equity
 - anti-discrimination
 - consent, in terms of an awareness and understanding of its meaning and strategies used to determine ability to consent
 - confidentiality and privacy
 - child protection
 - duty of care
 - safety and risk
- role and responsibilities of an education support worker and specific understanding of own work role and responsibilities
- organisational policies and procedures for working with students with additional needs
- potential impacts of own values, attitudes and experiences on perspectives about students with additional needs

- features of an inclusive approach
- communication and collaboration requirements between different people involved in student learning and its importance in providing support for additional needs
- 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 additional 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
- individual learning plans:
 - what they are and their key purpose
 - 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.

Assessment Conditions

Skills must be demonstrated in the workplace:

- support activities with students 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 on which support is based
- curriculum information
- teaching and learning resources
- documentation templates for student reporting

- organisational policies and procedures for working with students 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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