



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS514A Support learning and implementation of responsible behaviour

Release: 1

CHCEDS514A Support learning and implementation of responsible behaviour

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to assist the individual and education organisation to implement responsible behaviour plans
The unit develops an understanding of relevant legislation and organisation policies

Application of the Unit

Application

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Research and document *legislative and organisation policy requirements*

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

ELEMENT**PERFORMANCE CRITERIA**

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| 3. Support learning environments encouraging student's responsibility | 3.1 Examine and determine key aspects of <i>philosophical approaches to behaviour management</i>
3.2 Support students to identify and analyse their learning goals in consultation with teacher
3.3 Implement learning experiences that encourage students to direct and manage their own learning in consultation with the teacher
3.4 Implement learning experiences where students reflect on their own learning in consultation with the teacher |
| 4. Support implementation of strategies for student responsibility in behaviour management | 4.1 Work in consultation with the teacher to identify behaviour management strategies to support students in learning to take responsibility for their own behaviour
4.2 Establish learning environments that assist students to work collaboratively
4.3 Implement <i>strategies for assisting students to monitor and review their own behaviour</i>
4.4 Implement learning experiences for students to develop <i>effective communication skills</i> and appropriate social and learning behaviours
4.5 Implement strategies for providing regular feedback and reinforcement to students
4.6 Examine <i>classroom behaviour management practices</i> for effectiveness
4.7 Implement support processes for students requiring specific skills in developing and maintaining behaviours
4.8 Evaluate and implement strategies for professional practice improvement
4.9 Use <i>collaborative problem solving skills</i> when working with colleagues and students
4.10 Take appropriate steps, if required, to maintain personal safety of self and others |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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 identified 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 students' intrinsic motivation
- Importance of the student's self-esteem in the learning process
- Origins of inappropriate behaviour and the impact on student learning
- Philosophical approaches to behaviour support
- Practices and strategies for non-violent crisis prevention and intervention
- Requirements of relevant legislation and organisation policies
- Social and group dynamics
- 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

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Access and reference documented research information using relevant standards
- Adhere to education organisation's policies and procedures
- Demonstrate supportive and collaborative relationships with students
- Demonstrate use of a range of appropriate behaviour management strategies
- Implement student self management strategies
- Interpret feedback from colleagues relating to policies and procedures
- Reflect on personal skills in behaviour management

REQUIRED SKILLS AND KNOWLEDGE

In addition, the candidate must be able 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 identified work role

These include the ability to:

- Apply reinforcement strategies within student behaviour support plans
- Demonstrate collaborative problem solving skills
- Encourage student's monitor and review of self
- Implement negotiation and conflict resolution strategies
- Implement proactive and reactive responses to irresponsible behaviour
- Observe and reflect
- Research and analyse

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Assessment requires access to a range of opportunities defined in the range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - educational materials

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Legislative and organisation policy requirements may include:

- Anti-discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Education (General Provisions) Act 1989
- Freedom of Information Act 1992
- Individual education environment policy, procedure and plans
- Workplace Health and Safety Act 1995

RANGE STATEMENT

Philosophical approaches to behaviour management may include:

- Behavioural
- Cognitive
- Ecosystemic
- Psychodynamic

Strategies for assisting students to monitor and review their own behaviour may include:

- Discussion
- Hypotheticals
- Questioning
- Reflection
- Role play

Effective communication skills may include:

- Conflict management
- Critical listening and questioning
- Culturally appropriate language
- Discussions (individual or group)
- Paraphrasing
- Presentations
- Providing constructive and supportive feedback
- Use of languages other than English if required
- Use of translators
- Verbal/non-verbal
- Written (e.g. electronic, letters, memos)

Classroom behaviour management practices may include:

- Body language
- Cue with parallel acknowledgement
- Descriptive encouraging
- Establish expectations
- Give instructions
- Provide choice
- Selective attending

Collaborative problem solving skills may include:

- Active listening
- Clarify
- Draw inference
- Provide positive feedback
- Summarise

Unit Sector(s)

Not Applicable