CERTIFICATE III

EDUCATION SUPPORT

CHC30808

Contribute to Student Education in all Developmental Domains

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**About This Workbook**

This workbook is divided into sections which will cover the competencies and skills required.

This course has several resources:

* Contribute to Student Education in all Developmental Domains (this workbook): This resource provides a self paced learning program and may also be used as a reference resource;

Plus

* On-line course: Ask your teacher / assessor to register you in this on-line resource.

**Learning Outcomes**

The learning outcomes are shown at the beginning of each section. Learning outcomes match the competencies you must demonstrate to be successful in this course of study.

**Learning Icons**

Throughout each book icons are used to indicate the activity or purpose of the text. The icons used in this course are explained on the following page.

**Prerequisites**

1. Sound literacy skills
2. Sound numeracy skills
3. Basic computer skills, e.g. able to format Microsoft Word documents

**Unit Overview**

This unit deals with the skills and knowledge required by a teacher assistant to contribute effectively to the education of students in all developmental domains.

Supportive strategies acquired will enable high quality student focused learning to be delivered.

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 Unit of Competency, CHCEDS303A *Contribute to student education in all developmental domains*  contains the following elements and performance criteria:

**Support the physical development of students**

1.1 Identify the stages of physical development within each phase of the Curriculum Framework

1.2 Use appropriate strategies, materials and resources to support physical development according to the school/centre policy

1.3 Report concerns about a child’s physical development to the teacher in accordance with the school/centre policy and procedure

1.4 Identify the link between physical development and the learning areas in the curriculum framework

**Support the social and emotional development of students**

2.1 Identify the stages of social and emotional development within each phase of development in the curriculum framework

2.2 Use appropriate strategies, materials and resources to support social and emotional development

2.3 Report concerns about a child’s social and/or emotional development to the teacher in accordance to the school/centre policy and procedure

2.4 Identify the link between social and emotional development and the learning areas in the curriculum framework

**Elements define the essential outcomes of a unit of competency**

3.1 Identify the stages of cognitive and language development within each phase of development in the curriculum framework

3.2 Use appropriate strategies, materials and resources to support cognitive and language development

3.3 Report concerns about a child’s cognitive and/or language development to the teacher according to school/centre procedure

3.4 Identify the link between social and emotional development and the learning areas in the curriculum framework

**Contribute to the inclusion of all students into the classroom and community**

4.1 Encourage students to recognise and affirm differences in personal learning styles and abilities according to established guidelines

4.2 Liaise effectively with the teacher or other appropriate person concerning special requirements for an individual student

4.3 Assist students from culturally or linguistically diverse backgrounds in orientating themselves to formal and informal school/centre structures

4.4 Implement language programs for students from linguistically diverse backgrounds

4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities

4.6 Demonstrate awareness of school/centre inclusive policy and procedure

**Section 1 – Looking at the Curriculum Framework**

In order to contribute to student education in all developmental domains, a knowledge of

your school/centre’s policies and procedures are essential. Each sector within a state or

territory may differ. It is important that you become familiar with what is relevant to your area

of work.

Finding your way around the relevant documents and sites is a skill you will need to acquire. The following is for Queensland and you need to make yourself familiar with this site if you are in this state. <http://education.qld.gov.au/>

*If you are in another state or territory find the equivalent documents to complete the following.*

As a teacher aide you may be required to go to the ‘For Schools and Educators’ section to research relevant documents and policies.

Go to the Queensland Department of Education and Training site and locate in the ‘For Schools and Educators’ section the *P-12 Curriculum Framework Policy*. You can do this by using the search facility on the site. Read through this 22 page document and answer the following.

**Activity 1.1**

*When working in a school, you may be involved in discussions with other staff members in relation to the curriculum or syllabus. In a few paragraphs state what you think the difference is between ‘curriculum’ and ‘syllabus’.*

**Activity 1.2**

From the P-12 Curriculum Framework Policy the following four policy statements can be found.

All state schools will:

1. Provide a curriculum to maximise the capacity of all students to:

• achieve the Essential Learnings and Standards of the *Queensland Curriculum, Assessment and Reporting Framework* (QCARF)

• achieve Year 12 certification or a certificate III vocational qualification (or higher)

• exit from schooling with the capabilities and values to be active and responsible citizens.

2. Monitor and assess individual student achievement and evaluate it against statewide and

national standards, regularly using collaborative processes to support teachers in making

consistent judgments.

3. Implement statewide assessment and certification procedures, and administer nationally

prescribed assessments.

4. Regularly report relevant information to parents on student achievement and learning.

*Read the policy statements in full. From each policy statement, give an example of how this is implemented in your school/centre. Approximately 100 words.*

**Activity 1.3**

From the P-12 Curriculum Framework Policy, the following Principles for P-12 Teaching and Learning can be found.

**Principles for P–12 Teaching and Learning**

1. Quality curriculum maximises each student’s educational potential

All teaching and learning should be founded in the belief that, with good teaching, the right

support and sufficient time, every student can develop knowledge, skills and understanding

to achieve at higher levels. Teachers need to believe in their students as learners, have high

expectations, and see themselves as responsible for improving the learning achievement of

their students.

2. Learning experiences connect with existing knowledge and skills

Teachers determine the required learning for students by identifying what they already

know and are able to do and how this relates to the intended curriculum knowledge and

skills. Teachers provide multiple opportunities for students to learn what is worthwhile and

enduring, using a range of teaching strategies designed to promote the learning of each

student over time and in different contexts.

3. Learning experiences are equitable and inclusive

Quality teaching engages all students in learning experiences. This involves valuing and

responding to the diverse experiences and knowledge that students bring with them to

the classroom from their homes and communities. Every child is an individual with unique

capabilities which must be maximised. Lowering expectations is not appropriate.

4. Teaching, learning and assessment are aligned

Quality teaching and learning experiences ensure that what is taught closely reflects the

intended learning and that what is assessed reflects what is taught.

5. Learning experiences promote depth of understanding and are connected, purposeful and

challenging

Learning experiences should connect with what students already know and extend that

knowledge through intellectually challenging work. Activities should be purposeful and

relevant, and stimulate inquiry, action, reflection, and enjoyment.

Language plays a critical role in enabling students to reflect on their actions and knowledge.

Students should be taught to use language and meta-cognition as tools to ensure their own

learning is deep and enduring rather than superficial and temporary.

*Reflect on each principle. Give an example of how these principles could be enacted on in either a primary or secondary school. You may choose the area most appropriate to you. Write a few sentences on each.*

**Section 2 – Support the physical development of students**

Students are encouraged to act, individually or collectively, in culturally appropriate ways to enhance health and wellbeing and to promote structures in society which support their own and other’s health and wellbeing.

Active engagement in physical activity is a major emphasis in the key learning area. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the key learning area should be allocated to learning experiences that actively engage students in physical activity.

During the compulsory years of schooling in the Health and Physical Education key learning area, students develop the knowledge, processes, skills and attitudes necessary to:

* select and use information and apply problem-solving and decision-making strategies to:
* make informed decisions about health, physical activity and personal development;
* evaluate their own actions and the actions of others;
* develop a strong commitment to promoting equity, acknowledging diversity and establishing supportive environments with respect to health, physical activity and personal development;
* reflect on and evaluate the influence of biological, social, cultural and environmental factors on:
* their own and others’ health and personal development;
* their own and others’ attitudes towards, and participation in, physical activity;
* promote the health of themselves, others and their communities;
* accept their responsibility as an individual member of a group or community to create and maintain environments supportive of optimum health;
* develop and refine motor skills necessary for participation in physical activity, and acquire and apply movement concepts to enhance performance;
* develop positive attitudes towards participation in regular physical activity and an appreciation of the benefits of physical activity and of the aesthetic and technical qualities of movement;
* enhance their own and others’ self-concept and self-esteem, and develop that skills for creating and maintaining positive interactions and relationships.

Physical activity involves moderate to vigorous whole-body movements and the

development of locomotor and non-locomotor skills, body management and

object-control skills in free and structured settings. Physical activity contributes

to the development of health-related fitness including aerobic fitness, muscular

strength and endurance, flexibility and desirable levels of body fat, as well as

promoting high peak bone density.

Physical activity ranges from simple locomotion to highly institutionalised and

formalised physical activities and includes play, games, sports, gymnastics,

aquatics, dance, adventure pursuits and other active recreation.



As children grow they develop their gross motor skills and refine their fine motor skills to perform voluntary actions. Each age group has a level of development that is considered normal. However, it is important to remember that not all children reach these developmental milestones at the same time. There can be many factors for this. It may be a physical or developmental impairment, social skills, an unhealthy lifestyle, cultural ideologies or many other reasons. It is important not to judge quickly why a student cannot achieve in a particular area. If you feel a student in your care is struggling, ask your teacher for advice. Be reflective in your reporting so that discussion can take place as to the best way you can help the student. Be aware of what the benchmark is for a student of the age you are teaching should be able to achieve.

Your state or territory will have educational guidelines. For example in Queensland see:

http://www.qsa.qld.edu.au/p-9/4086.html

**Activity 2.1**

*You have been given a class of grade 3 to take outside and supervise skipping. What should you expect of the level of skipping in these children? Research and include your reference.*

**

**What are Fine Motor Skills? :**

Fine motor skills involve the small muscles of the body that enable such functions as writing, grasping small objects, and fastening clothing. Fine motor skills involve strength, fine motor control and dexterity.

Fine motor control is the coordination of muscular, bone (skeletal), and neurological functions to produce small, precise movements. The opposite of fine motor control is gross (large, general) motor control. An example of fine motor control is picking up a small item with index finger and thumb. An example of gross motor control would be waving an arm in greeting.

***RTO PLEASE INSERT VIDEO HERE****:* Parenting Tips for Healthy Kids : Creativity Activities for Kids <http://www.youtube.com/watch?v=8cKWjlWwaa4>

**Activity 2.2**

*Make a list of hand-eye coordination activities you could do with the following groups of students:*

*Aged: 5-7*

*Aged: 10-12*

*Aged: 14-16*

*In a paragraph write which groups were easier to think of activities for? Why?*



**What are Gross Motor Skills?:**

Gross motor skills involve the large muscles of the body that enable such functions as walking, kicking, sitting upright, lifting, and throwing a ball. A person's gross motor skills depend on both muscle tone and strength.

Gross Motor skills are important for major body movement such as walking, maintaining balance, coordination, jumping, and reaching. Gross motor abilities share connections with other physical functions. A student's ability to maintain upper body support, for example, will affect his ability to write. Students with poor gross motor development may have difficulty with activities such as writing, sitting up in an alert position, sitting erect to watch classroom activity, and writing on a black/whiteboard.

Physical activity involves moderate to vigorous whole-body movements and the

development of locomotor and non-locomotor skills, body management and

object-control skills in free and structured settings. Physical activity contributes

to the development of health-related fitness including aerobic fitness, muscular

strength and endurance, flexibility and desirable levels of body fat, as well as

promoting high peak bone density.

Physical activity ranges from simple locomotion to highly institutionalised and

formalised physical activities and includes play, games, sports, gymnastics,

aquatics, dance, adventure pursuits and other active recreation.

**Activity 2.3**

*Make a list of physical gross motor activities you could do with the following groups of students:*

*Aged: 5-7*

*Aged: 10-12*

*Aged: 14-16*

*In a paragraph write which groups were easier to think of activities for? Why?*

Your supervising teacher may ask you to set up an area specifically designed for play. You will need to take into consideration the following:

*What resources do you have?*

Resources may be readily available or you may have to be creative and use what is around you. Depending on the ages of the students you are working with, create an area that is interesting and will keep the students on task. Make sure your resources are sturdy and will stand up to continued use. Look at the abilities of the students that you have. Don’t create anything that is too hard and will frustrate them. However, don’t make it too easy so that it becomes boring. Think of how many children you are catering for. Make sure there is enough equipment to keep all the students active. Think about variety.

*Do you have enough space?*

Are you working indoors or outside? Will there be enough space for the students to explore and move about? Think of the five senses that are important for development. Students must be able to have room to touch, hear, see, smell and even in some cases taste what is happening in their activities. Give the students a place where they can also be alone to reflect on their learning. Some students may like to ‘watch’ others first before becoming involved in an activity. Make sure there is an area where students can have some time out.

*Is your activity safe?*

Make sure you have a good understanding of what is required from a Health and Safety perspective. You have a duty of care towards the student. At the same time, structure activities so that students can still explore. Whether they are using fine or gross motor skills the student needs to be able to expand on their own capabilities. Allow for spontaneous behaviour and try to foresee any possible areas of danger so that it can be prevented.

*Who will be supervising the activity?*

Think ahead to who will be around to supervise your designed activity. Will this be directed by the teacher or by the teacher aide? Will other groups in the school also make use of your design? Your teacher will give you a good idea of what they need. Be aware that you may be called upon to ‘model’ the activity or demonstrate. Some learners find this a valuable experience and will have more confidence to experiment and try out new things.

*How long will the students be working in the ‘play’ area?*

Some students need time and practice before they will confident in doing some activities. You may need to set up the area so that there is room for those who catch on quickly to advance in their skills, while others who are slower don’t feel left out. With older students you may find that the gender of the student may be significant. Some students may feel ‘embarrassed’ at doing physical activities in front of the opposite sex. Allow time for groups of students to perhaps work together. Other groups can be working elsewhere.

**Section 3 – Support the social and emotional development of students**

Students flourish within caring relationships with teacher aides who are willing to listen to them and encourage their ongoing growth. In such an emotional climate, they are likelier to achieve well at school and will be empowered to form close relationships with each other.



Friendships have many benefits, including the obvious salve against loneliness. Students who are isolated do not partake of the benefits of friendships and so are at risk of unhappiness in the present and future (although we must remember that this link is not necessarily causal). Although not all isolated children lack the social skills for forming close relationships, feeling neglected or rejected is likely to lower their confidence in the skills they do possess.

Social competence is more than mere knowledge of skills. It requires insight into the right time and place to use a skill, based on awareness of the social context and the needs of others. Therefore, social skills training requires more than instruction in a wider repertoire of behaviours: it involves ensuring that the environment facilitates prosocial behaviour, and enhancing emotional and cognitive skills as well. Training methods differ for students of different ages, although in the main they involve instruction, rehearsal, feedback, reinforcement of appropriate behaviour and repeated opportunities to practise social skills.

Social and Emotional Learning (SEL) is a process for helping students develop the knowledge, understandings and skills that support learning, positive behaviour, and constructive social relationships. SEL is an approach that teaches students to recognise, regulate, and express the social and emotional aspects of their lives so they can operate successfully in the world and manage life tasks.

SEL programs are aimed at developing five core social and emotional competencies:

**Self-awareness:** identifying and recognising emotions; recognising personal interests and strengths; maintaining a well-grounded sense of self-confidence

**Self-management:** regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately

**Social awareness:** being able to take the perspective of and empathise with others; recognising and appreciating individual and group similarities and differences

**Relationship skills:** establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed

**Responsible decision-making:** making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms; the likely consequences of taking alternative courses of action; evaluation and reflection

Social and emotional learning programs in schools should be delivered in the context of the school curriculum of your state or territory. In Queensland they are linked to the Essential Learnings. At present there are limited commercial programs that articulate explicit links between the program and Queensland curriculum. Research your particular area keeping in mind the ages of the students you are working with.

Example: http://www.bounceback.com.au/

As a teacher aide you need to be aware that you are a role model in the school environment.

How you act and behave will be noticed by the students around you. It is important that you

are aware at all times of the effect your behaviour might have upon the students. Following are some tips for encouraging good behaviour.

1. **Children do as you do**. Children watch you to get clues on how to behave in the world. You’re their role model, so use your own behaviour to guide them. What you do is often much more important than what you say. If you want the child to say ‘please’, say it yourself. If you don’t want the child to raise their voice, speak quietly and gently yourself.
2. **Show the child how you feel.** Tell them honestly how their behaviour affects you. This will help them see his/ her own feelings in yours, like a mirror. This is called empathy. By the age of three, children can show real empathy. So you might say, ‘I’m getting upset because there is so much noise I can’t talk on the phone’. When you start the sentence with ‘I’, it gives the child the chance to see things from your perspective.
3. **Catch them being ‘good’.** This simply means that when your child is behaving in a way you like, you can give them some positive feedback. For example, ‘Wow, you are all working so nicely. I really like the way you are all the copying the work off the board”. This works better than waiting for someone to start talking before you take notice and bark, ‘Hey, stop that’. This positive feedback is sometimes called ‘descriptive praise’. **Try to say six positive comments (praise and encouragement) for every negative comment (criticisms and reprimands).** The 6-1 ratio keeps things in balance. Remember that if children have a choice only between no attention or negative attention, they will seek out negative attention.
4. **Get down to your student’s level.** Kneeling or squatting down next to children is a very powerful tool for communicating positively with them. Getting close allows you to tune in to what they might be feeling or thinking. It also helps them focus on what you are saying or asking for. If you are close to the child and have their attention, there is no need to make them look at you. You can touch a child’s work as an extension of the child themselves. Point to something they have done and give a positive comment.
5. **‘I hear you.’** Active listening is another tool for helping children cope with their emotions. They tend to get frustrated a lot, especially if they can’t express themselves well enough verbally. When you **repeat back to them what you think they might be feeling**, it helps to relieve some of their tension. It also makes them feel respected and comforted. It can diffuse many potential personal problems.
6. **Keep promises.** Stick to agreements. When you follow through on your promises, good or bad, the child learns to trust and respect you. So when you promise to help the student choose a suitable book – make time to do so. No need to make a fuss about it – the more matter of fact, the better. This helps the child feel more secure, because it creates a consistent and predictable environment.
7. **Choose your battles.** Before you get involved in anything the student is doing – especially to say ‘no’ or ‘stop’ – ask yourself if it really matters. By keeping instructions, requests and negative feedback to a minimum, you create less opportunity for conflict and bad feelings. Rules are important, but use them only when it’s really important.
8. **Whining: be strong.** Kids don’t want to be annoying. By giving in when they’re whinging for something, we train them to do it more – even if we don’t mean to. ‘No’ means ‘no’, not maybe, so don’t say it unless you mean it. If you say ‘no’ and then give in, students will whine even more the next time, hoping to get lucky again.
9. **Keep it simple and positive.** If you can give clear instructions in simple terms, the student will know what is expected of them. Stating things in a positive way gets their heads thinking in the right direction. For example, ‘Please shut the gate’ is better than ‘Don't leave the gate open’.
10. **Responsibility and consequences.** As children get older, you can give them more responsibility for their own behaviour. You can also give them the chance to experience the natural consequences of that behaviour. You don’t have to be the bad guy all the time. Sometimes, with the best intentions, we do so much for our students that we don’t allow them to learn for themselves. At other times you need to provide consequences for unacceptable or dangerous behaviour. For these times, it is best to ensure that you have explained the consequences and that your students have agreed to them in advance. Often the class / school will have a set of rules to follow. Make sure you are aware of these.
11. **Say it once and move on.** It is surprising how much the student is listening even though they might not have the social maturity to tell you. Nagging and criticising is boring for you and doesn’t work. The student will just end up tuning you out and wonder why you get more upset. If you want to give them one last chance to cooperate, remind them of the consequences for not cooperating.
12. **Make your child feel important.** Children love it when they can contribute to the class. This makes them feel important and they will take pride in helping out. If you can give the student lots of practice doing a task, they will get better at it and will keep trying harder. Doing task for the class help children feel responsible, build their self esteem and help out you and the teacher.

1. **Prepare for challenging situations.** There are times when looking after the student and doing things you need to do will be tricky. If you think about these challenging situations in advance, you can plan around the student’s needs. Give them a five-minute warning before you need them to change activities. Talk to them about why you need their cooperation. Then they are prepared for what you expect.
2. **Maintain a sense of humour.** Another way of diffusing tension and possible conflict is to use humour and fun. You can relate a funny anecdote. But humour at the student’s expense won't help. Young children are easily hurt by any ‘teasing’. Humour that has you both laughing is great.



**Activity 3.1**

*You are supervising a small group of children aged 10 years. They have been set a task by their teacher to work cooperatively and come up with a design for a new lunch menu at the school tuckshop. Clear directions have been given about eating healthy and also maintaining a budget for the tuckshop. The group is working well, but one student continually interrupts the others and makes silly comments about including ‘junk food’. The other students are clearly getting frustrated by this behaviour. How could you help the student fit into the group?*

View the following video

***RTO please insert video here*** *What is a friend?*

<http://www.youtube.com/watch?v=wZHmsVRshwU>

As a teacher aide you may be confronted with a student with whom you have some concerns. It is your responsibility in your duty of care to inform your supervising teacher of your observations. The teacher will then inform school management. It may be that your information will be called upon. It is therefore important to ‘diarise’ any unusual behaviour that you may observe

Education authorities are committed to providing safe, supportive learning environments for all students. Everyone who works in a school must look after the best interests of children and protect them from harm.

## Harm is:

Any detrimental effect of a significant nature to the child's physical, psychological or emotional wellbeing. It doesn't matter how the harm is caused.

This means anything that will have a serious and harmful effect on a student's physical health, or how they think and feel about themselves.

If a school employee suspects that students have been harmed, they must report their concerns to the teacher and/or school principal.

Whenever the school principal hears or sees something that causes him/her to reasonably suspect that a student has been harmed or is at risk of harm, he/she follows specific procedures depending on who caused the harm.

## Education Queensland has the following policy in place:

The [Student Protection Policy (SMS-PR-012)](http://education.qld.gov.au/strategic/eppr/students/smspr012/) outlines the responsibilities and commitment of Education Queensland to providing a safe and supportive learning environment, and preventing and responding to harm or risk of harm for all students. The policy applies to:

* all Education Queensland employees
	+ school staff members
	+ district, regional and central office personnel
* other employees of State schools
	+ non departmental employees working in a school context (such as Youth Support Coordinators, School-Based Youth Health Nurses and Chaplains)
	+ volunteers and regular or on-going visitors to the school

Research the appropriate policy for your state or territory.

**Section 4 – Support the cognitive and language development of students**

*Language development* is characterised by predictable patterns and by individual learning and rates of development. All infants undergo a general pattern of language development regardless of the language they will eventually speak. Early on they rely on nonverbal cues but gradually, at their own pace, they start to express themselves verbally.

A language-rich environment is one where children are able to practise their skills through appropriate role modelling, repetition and support for experimentation.

If students in your care are learning a second language they may often mix languages and need to spend time consolidating their understanding of both languages before they are able to switch readily between the two.

# Developmental Trends: Language Skills at Different Age Levels

by T. M McDevitt|J. E. Ormrod
Source: [Pearson Allyn Bacon Prentice Hall](http://www.education.com/partner/articles/pearson/)

### Infancy (Birth–2)

#### What You Might Observe:

* Interest in listening to the human voice and in exchanging vocalizations with adults
* Repetition of vowel sounds (cooing) at age 1–2 months and consonant-vowel syllables (babbling) at about 6 months
* Understanding of some common words at about 8 months
* Use of single words at about 12 months
* Use of two-word combinations at about 18 months
* Rapid increase in vocabulary in the second year

#### Diversity:

* In the latter half of the first year, babbling increasingly reflects phonemes of the native language.
* Temperament may influence the development of expressive language; more cautious children may wait a bit before beginning to speak.
* Chronic ear infections can interfere with early language development.
* Infants with severe hearing impairments babble, but the quality of their babbling changes little over time. Spoken language progresses no further unless intensive training is provided.

#### Implications:

* Engage young infants in “conversations,” using simplified and animated speech (i.e., infant-directed speech) and responding when they vocalize.
* Label and describe the objects and events children encounter.
* Teach simple hand signs that preverbal infants can use to communicate.
* Ask simple questions (e.g., “Is your diaper wet?” “What does a cow say?”).
* Repeat and expand on children’s early “sentences” (e.g., follow “Kitty eat” with “Yes, the kitty is eating”).

### Early Childhood (2–6)

#### What You Might Observe:

* Rapid advances in vocabulary and syntax
* Incomplete understandings of many simple words (e.g., undergeneralization, overgeneralization, confusion between simple comparatives such as more vs. less)
* Overregularization (e.g., foots, gooder, goed)
* Overdependence on word order and context (instead of syntax) when interpreting messages
* Superficial understanding of what “good listening” is
* Difficulty pronouncing some phonemes and blends (e.g., r, th, sl, dr)
* Increasing ability to construct narratives

#### Diversity:

* Children raised in bilingual environments may show slight delays in language development, but any delays are short-lived and usually not a cause for concern.
* Major speech and communication disorders (e.g., abnormal syntactic constructions) reveal themselves in the preschool years.

#### Implications:

* Read age-appropriate storybooks as a way of enhancing vocabulary.
* Give children corrective feedback when their use of words indicates inaccurate understanding.
* Work on simple listening skills (e.g., sitting quietly, paying attention).
* Ask follow-up questions to make sure that children accurately understand important messages.
* Ask children to construct narratives about recent events (e.g., “Tell me about your camping trip last weekend”).

### Middle Childhood (6–10)

#### What You Might Observe:

* Increasing understanding of temporal words (e.g., before, after) and comparatives (e.g., bigger, as big as)
* Incomplete knowledge of irregular word forms
* Literal interpretation of messages (especially before age 9)
* Pronunciation mastered by age 8
* Consideration of a listener’s knowledge and perspective when speaking
* Sustained conversations about concrete topics
* Construction of narratives with plots and cause-effect relationships
* Linguistic creativity and wordplay (e.g., rhymes, word games)

#### Diversity:

* Some minor speech and communication disorders (e.g., persistent articulation problems) become evident and can be addressed by specialists.
* Bilingual children are apt to show advanced metalinguistic awareness.

#### Implications:

* Teach irregular word forms (e.g., the superlative form of bad is worst, the past tense of bring is brought).
* Use group discussions as a way to explore academic subject matter.
* Have children develop short stories that they present orally or in writing.
* Encourage jokes and rhymes that capitalize on double meanings and homonyms (sound-alike words).
* When articulation problems are evident in the upper elementary grades, consult with a speech-language pathologist.

### Early Adolescence (10–14)

#### What You Might Observe:

* Increasing awareness of the terminology used in various academic disciplines
* Ability to understand complex, multiclause sentences
* Emerging ability to look beyond literal interpretations; comprehension of simple proverbs
* Emerging ability to carry on lengthy conversations about abstract topics
* Significant growth in metalinguistic awareness

#### Diversity:

* Frequent readers tend to have larger vocabularies.
* Girls are more likely than boys to converse about intimate and confidential matters.
* Adolescents may prefer to use their native dialects even if they have mastered Standard English (see discussion in “Ethnic Differences” section).

#### Implications:

* Begin to use the terminology used by experts in various academic disciplines (e.g., simile in language arts, theory in science).
* Use classroom debates to explore controversial issues.
* Present proverbs and ask children to consider possible underlying meanings.
* Explore the nature of words and language as entities in and of themselves.

### Late Adolescence (14–18)

#### What You Might Observe:

* Acquisition of many terms related to specific academic disciplines
* Subtle refinements in grammar, mostly as a result of formal instruction
* Mastery of a wide variety of connectives (e.g., although, however, nevertheless)
* General ability to understand figurative language (e.g., metaphors, proverbs, hyperbole)

#### Diversity:

* Boys are apt to communicate their thoughts in a direct and straightforward manner; girls are more likely to be indirect and tactful.
* A preference for one’s native dialect over Standard English continues into the high school years.

#### Implications:

* Consistently use the terminology associated with various academic disciplines.
* Distinguish between similar abstract words (e.g., weather vs. climate, velocity vs. acceleration).
* Explore complex syntactic structures (e.g., multiple embedded clauses).
* Consider the underlying meanings and messages in poetry and fiction
* When teenagers have a native dialect other than Standard English, encourage them to use it in informal conversations and creative writing; encourage Standard English for more formal situations.

There are a range of key language terms to assist you to understand language development.

* Expressive language – language being expressed by a student that involves learning to speak and using language; examples of expressive language include explaining how the child feels or telling you about an object or interest.
* Non verbal skills – these are forms of communication that include gestures and facial expressions; children communicate nonverbally in a variety of ways; for example crying, sulking, smiling.
* Receptive language – this is language received by a listener and it involves listening and understanding examples of receptive language include listening to instructions, stories and directions.

**Activity 4.1**

*Your supervising teacher has asked you to help ‘coach’ some year 8 students in their upcoming spoken task. What could you do to help these students express themselves verbally? Example: Speak clearly.*



Children’s *cognitive or intellectual development*  is influenced by their genetic make-up and by the environment in which they grow. Initially, infants learn through their senses before they gradually start to develop their imagination, memory and logic.

As they grow children learn to predict, experiment and test how their actions affect their world. They move through stages of development in predictable ways but at rates and stages unique to each individual.

**Piaget’s Stage Theory of Cognitive Development**

Swiss biologist and psychologist Jean Piaget (1896-1980) observed his children (and their process of making sense of the world around them) and eventually developed a four-stage model of how the mind processes new information encountered. He posited that children progress through 4 stages and that they all do so in the same order. These four stages are:

* **Sensorimotor stage** (Birth to 2 years old). The infant builds an understanding of himself or herself and reality (and how things work) through interactions with the environment. It is able to differentiate between itself and other objects. Learning takes place via assimilation (the organization of information and absorbing it into existing schema) and accommodation (when an object cannot be assimilated and the schemata have to be modified to include the object.
* **Preoperational stage** (ages 2 to 4). The child is not yet able to conceptualize abstractly and needs concrete physical situations. Objects are classified in simple ways, especially by important features.
* **Concrete operations** (ages 7 to 11). As physical experience accumulates, accomodation is increased. The child begins to think abstractly and conceptualize, creating logical structures that explain his or her physical experiences.
* **Formal operations** (beginning at ages 11 to 15). Cognition reaches its final form. By this stage, the person no longer requires concrete objects to make rational judgements. He or she is capable of deductive and hypothetical reasoning. His or her ability for abstract thinking is very similar to an adult.

Cognitive development refers to how we think about things, problem-solve, remember, imagine, learn and judge.

We know from the rapid growth and change during childhood that children think a lot. As with all areas of development, cognitive development varies between individuals. These differences occur due to a number of influences, including:

* Heredity
* Maturation
* The level of stimulation that is reserved from the physical environment
* The attitudes and values of the child’s culture
* The degree of diversity and variety in the child’s life experiences
* The social and emotional support a child receives through positive interaction and guidance
* The adult interaction and support
* The level of verbal stimulation that the child experiences

Therefore, the environment and activities you provide influence the developmental progress of children.

**Activity 4.2**

*Discuss a classroom for a specific age group of children. What has the teacher included in the classroom that would be helpful to the cognitive development of this specific group.*

Your observation of students may be a valuable resource for your supervising teacher. Can the student understand basic maths activities such as length, time or money? When they are playing board games can they use tactics, understand the rules and play fairly? Out in the playground do they use strategies within their games?

You can support the students in your care by role modelling. Use clear language, extending to new words in a context the student can understand and learn. Strike up a conversation where the student can talk extensively on a topic that they are interested in. Encourage them to research and come back to you with what they have found.

**Activity 4.3**

*Draw up a chart to go on the classroom wall of responsibilities that the students are accountable for. Think carefully about the year level that you are targeting. (Clearly state that on your chart)*



|  |
| --- |
|  |

**Section 5 – Contribute to the inclusion of all students into the classroom community**

Education Queensland (and other state and territory educational facilities) are committed to achieving excellence by enhancing educational opportunities for all students. To this end, schools create environments where:

* all students feel a strong sense of belonging
* all students learn to interact respectfully with others
* all students learn to understand and appreciate diversity, and
* all parents and carers in the community can take an active role in the life of the school.

Student Services supports the delivery of inclusive education by providing quality support and services to students, teachers and parents. This support enhances the learning and teaching experienced by all students, regardless of circumstance.

Through providing advice and advocacy and by developing policies and programs, the directorate:

* assists schools to improve the achievement, participation and retention of marginalised students, and
* ensures that all students acquire the knowledge and skills for
	+ working and living productively and respectfully with people from a range of backgrounds and cultures
	+ developing healthy and satisfying personal relationships, and
	+ actively shaping social, economic and political life.

**Productive Pedagogies**

The Productive Pedagogies describe a common framework under which teachers and teacher aides can choose and develop strategies in relation to:

* what are they teaching
* the variable styles, approaches and backgrounds of their students

Teachers and teacher aides can use them to focus instruction and improve student outcomes. Some are more suited for teaching certain knowledges and skills than others.

Therefore, when using Productive Pedagogies teachers should:

* consider and understand the backgrounds and preferred learning styles of their students
* identify the repertoires of practice and operational fields to be targeted
* evaluate their own array of teaching strategies and select and apply the appropriate ones.

Each of the 20 Productive Pedagogies includes an example of how they may appear in practice.

Go to the Queensland Department of Education and Training site and locate in the ‘For Schools and Educators’ section *Productive Pedagogies*. You can do this by using the search facility on the site.

**Activity 5.1**

The four Productive Pedagogies are:

* Intellectual quality
* Supportive classroom environment
* Recognition of difference
* Connectedness

*Read through each to gain an understanding.*

*Using the above headings - make a document with the short explanation for each pedagogy. Each pedagogy has a several sub-sections. List these under the explanation. Keep this document for reflection on your practices in the future.*

When you are working with your students you will notice that some seem to be better at some areas than others. The theory of Multiple Intelligences was formed by Howard Gardner.

Howard Gardner, of the Harvard School of Education, introduced the Theory of Multiple Intelligences in 1983, in response to the widespread practice in education and industry of defining and measuring intelligence very narrowly.

Process:

Gardner originally had seven intelligences, but many practitioners now place the intelligence "Naturalistic", in the model. The eight different intelligences are:

|  |  |  |  |
| --- | --- | --- | --- |
| **Intrapersonal** | Self - smart | **Verbal / Linguistic** | Word - smart |
| **Naturalistic** | Nature - smart | **Logical / Mathematical** | Number / reasoning - smart |
| **Picture / Spatial** | Picture - smart | **Interpersonal** | People - smart |
| **Body / Kinaesthetic** | body - smart | **Musical / Rhythmic** | Music - smart |

Others might include **spiritual intelligence** and **moral intelligence**.

The model highlights that for educators, students have different natural strengths and preferred learning styles. This ultimately determines their dominant behavioural and working styles in the classroom. Research suggests that students mostly have three strong learning styles. This has the obvious teaching and learning implication of ensuring that lessons are delivered across the range of multiple intelligences.

By giving students the opportunity to decide which multiple intelligences they wish to employ, as well as delivering lessons across a range of multiple intelligences, we cater for the diversity of learning styles in our classrooms, which gives a better chance of successful learning experiences for all.

**Activity 5.2**

*Do a test on-line to see where your own multiple intelligences lie. Eg: http://www.nedprod.com/Niall\_stuff/intelligence\_test.html*

**Supporting students with additional educational needs**

The following information is taken from Education Queensland, but applies to other states and territories.

As a teacher aide you may be required to work closely with students with specific educational needs. It is important that you become familiar with what is available for students. You may find that you ‘specialise’ in one particular area in your career as a teacher aide. There are specific professional development courses that you may be able to undertake throughout your career to give you a better understanding.

Check your school/centres policies and procedures on students with additional educational needs. You may be able to help run a Gifted and Talented programme or work with ESL (English as Second Language) adult students after class. These experiences may help you in your professional capacity as a teacher aide.

**Advisory Visiting Teachers**

Advisory Visiting Teachers (AVTs) are teachers with specialist knowledge and skills, who support the educational programs of students with disabilities to facilitate quality educational outcomes. AVTs play a key role in the delivery of o quality education to students with disabilities whose specialist educational support needs have previously been ascertained levels 1-6, and students who have been verified or identified as requiring educational adjustments through the new Education Adjustment Profile (EAP), in the areas of:

* autistic spectrum disorder
* hearing impairment
* intellectual impairment
* physical impairment
* speech-language impairment
* vision impairment

## Speech-Language Therapy Services

Speech-language therapy services are provided through individual, group, class and home programs. Services include direct therapy with individuals, groups and classes, consultancy to teachers and school staff, and advice to parents.

Speech-language pathologists work closely with teachers, in and out of the classroom, and are integral members of the education team. Speech-language pathologists also work closely with other support staff including support teachers: learning difficulties and advisory visiting teachers for speech-language impairment.

**Services are available to:**

* children from birth to leaving school
* parents and families
* teachers and school personnel
* administrators
* other professionals.

## Aboriginal and Torres Strait Islander students

Education Queensland and other state and territory educational authorities are strongly committed to improving Indigenous education outcomes. This commitment includes working in partnership with Indigenous communities to develop education and training options.

Partners for Success is the Department's key strategy targeting the education and employment outcomes for Aboriginal and Torres Strait Islander students in Queensland. Through Partners for Success, Education Queensland is targeting the attendance, retention and achievement of Aboriginal and Torres Strait Islander students, and building a culturally responsive workforce. For more information visit the [Indigenous Education website](http://www.education.qld.gov.au/schools/indigenous/).

The Bound for Success strategies for Cape York and Torres Strait present a way forward for working with and supporting communities in Cape York and Torres Strait to improve educational outcomes for their children and young people.

The Department has introduced a number of key innovations such as the Centres for Excellence in Indigenous Education, High Achieving Principals Network, and the Pearl Duncan Teaching Scholarships. These initiatives focus on school leadership and successful practices that are already occurring in Indigenous education and increasing the number of Indigenous employees and role models employed by the Department.

## English as a second language

Specialist English as a Second Language (ESL) support may be available for students who are learning English as a second or additional language. Students needing this additional help include recently arrived immigrants or refugees, or students who were born in Australia but speak a language other than English at home, including Indigenous students.

In state primary schools, school-based or visiting ESL teachers work with classroom teachers to assist non-English-speaking students with their transition to a new language and culture. Secondary students in most areas enrol directly into their local high schools and are supported by visiting ESL teachers. Some high schools have special ESL units and Milpera State High School at Chelmer in Brisbane provides an intensive English language program.

## Gifted and talented education

Under the Framework for Gifted Education, all state schools are required to meet the learning needs of students who are gifted.

Each region receives funding to support gifted education. The regions are accountable for the strategic use of these funds to ensure that departmental targets are met. Regions develop strategies that best meet the needs of students and teachers in their local area. [Online resources](http://www.learningplace.com.au/en/g%26t) are available focusing on gifted education.

Early entry to Year 1 is a strategy to support the learning needs of young students, included those identified as gifted. Parents/carers seeking early entry to Year 1 for their child should contact the principal of their local state school. The local district education office has the responsibility of approving requests for early entry.

Education Queensland has many awards, programs and initiatives to recognise students who demonstrate outstanding talents and show potential in academic and extracurricular activities.

To improve the opportunities for senior gifted and talented students Education Queensland has launched Queensland Academies. Queensland Academies will accelerate learning opportunities for Queensland's best and brightest students in Years 10, 11 and 12. For more information visit the [Queensland Academies website](http://www.qldacademies.eq.edu.au/).

## Students with disabilities

Education Queensland promotes access, participation and quality educational outcomes for students with disabilities in primary, secondary, special schools, and early childhood development programs.

Specialised services for students with disabilities provide educational support for needs arising from autistic spectrum disorder, hearing impairment, intellectual impairment, physical impairment, speech language impairment, vision impairment or a combination of these. In addition to this, early childhood developmental services are provided for students from birth to Prep age.

Visiting professionals are available to support students with disabilities. They may include:

* specialist support and advisory visiting teachers
* guidance officers
* occupational therapists
* physiotherapists
* speech-language pathologists
* registered nurses.

Many of these professionals visit students with disabilities at schools to assess their educational needs and assist teachers in developing programs. Others are based at schools full-time. Specialist support can be accessed through schools or district offices in accordance with current departmental policy. For more information visit the [Student Services website](http://www.education.qld.gov.au/studentservices/).

## Students with health conditions and the administering of medications

Education Queensland recognises that some students have health conditions that require managing at school, or may need to take medication during school hours. The schools manage students who require medication, or who have a health condition, according to the Department's Administration of Routine and Emergency Medication and Management of Health Conditions procedures and the advice of the individual student 's medical practitioner.

The procedures are designed to ensure that students who require medication, or who have a health condition, are able to participate in the full range of school activities according to the advice of their medical practitioner.

## Students living in rural and remote areas

The Queensland Government has a continuing commitment to ensure that all students, no matter where they live, have access to a range of high-quality education and training programs.

More than half of all state schools in Queensland are located in rural and remote locations, with approximately one quarter of state school students enrolled in these schools. The Department recognises the dedication to quality teaching and learning occurring in state schools in rural and remote locations.

The Rural and Remote Education Framework for Action 2006-2008 identifies more than 60 actions to support continued excellence and improved educational and training opportunities for students, educators and schools in rural and remote Queensland.

For more information about the rural and remote education framework visit the [Rural and remote education website](http://www.education.qld.gov.au/ruralandremote/index.html).

Education Queensland provides a range of high-quality programs and services through seven Schools of Distance Education located in Brisbane, Capricornia, Charters Towers, Cairns, Mount Isa, Longreach and Charleville.

Distance education delivers education programs using the latest technologies to students who have limited choice for attending a mainstream school because of distance, travel due to occupation, medical and family circumstances.

Distance education programs also enhance learning opportunities by increasing the range of curriculum options for students in small secondary schools, mainstream settings, and a range of alternative education centres.

Home-based learners who choose not to attend a local school can also attend a School of Distance Education for an annual fee.

**Activity 5.3**

*You are on playground duty near the school tuck shop. You observe a new student to the school who has English as their second language, standing back and trying to understand what to do to get her lunch. How could you help the student at present and in the future?*

**Summary of unit**

As a teacher aide, you are there to help support the teachers and students at school. It will be more than just in the area of straight academic learning. At times you will need to use your skills to support students in their physical, social, emotional, cognitive and language development. You will need to support all students no matter what their learning styles are or their abilities.

It is important that you are familiar with your schools/centre policies. These can vary from state to state and school to school. Adhere to these policies at all times. These are your ‘guides’.

Maintain a good professional relationship with your supervising teacher. Discuss any concerns that you may have observed in a particular student. Your teacher may be able to advise you on some strategies you can use. It may be pertinent to call in an ‘expert’. Remember that many of these outcomes may be confidential. Your supervising teacher, your students, your families all ‘trust’ you in your duty of care with the children.

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