

CHCED303A**Contribute to student education in all developmental domains****Descriptor**

This unit deals with the skills and knowledge required by an education support worker to contribute effectively to the education of students in all developmental domains.

Employability Skills

This unit contains Employability Skills

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.

ELEMENT**PERFORMANCE CRITERIA**

1. 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 and procedure
- 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

2. 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

3. Support the cognitive and language development of students

- 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

ELEMENT	PERFORMANCE CRITERIA
4. Contribute to the inclusion of all students into the classroom and community	<p>4.1 Encourage students to recognise and affirm differences in personal learning styles and abilities according to established guidelines</p> <p>4.2 Liaise effectively with the teacher or other appropriate person concerning special requirements for an individual student</p> <p>4.3 Assist students from culturally or linguistically diverse backgrounds in orientating themselves to formal and informal school/centre structures</p> <p>4.4 Implement language programs for students from linguistically diverse backgrounds</p> <p>4.5 Identify various approaches to study and learning by culturally diverse students and those with different abilities</p> <p>4.6 Demonstrate awareness of school/centre inclusive policy and procedure</p>

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Education system's policies and procedures
- School/centre's policies and procedures
- Inclusive schooling policies
- Curriculum and curriculum framework
- Duty of care responsibilities
- Relevant codes of ethics
- Cultural and linguistic background of students and families
- Developmental stages of children/young people in the physical, cognitive, language, social and emotional domains
- Strategies to support the stages of development in each domain
- Materials and resources to support the stages of development in each domain
- How children learn
- Child management techniques
- Positive behaviour guidance strategies
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self identity
- Understand own work and responsibilities

RANGE STATEMENT

Education environments may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special educational centre
- Community educational centre

School/centre requirements may include:

- School/centre priorities
- Parent requests
- Limitations of resources

Student educational requirements will vary according to variables such as:

- Students from a range of ethnic backgrounds
- Aboriginal or Torres Strait Islander students
- Students with a disability or disabilities
- Students with special social, emotional, health and/or psychological needs
- Age and ability of students
- Personal characteristics of students
- Individual learning styles of students

Positive behaviour may be promoted by:

- Verbal comments and attention
- Appropriate physical contact e.g. hugs
- Providing physical and psychological space
- Opportunities to suit the child's preferences
- Opportunities to 'let off steam' are created
- Acknowledgement and encouragement
- Talking about feelings
- Anticipating trouble and re-directing or distracting child
- Modelling

Behavioural guidelines may cover:

- School/centre procedures
- Out of bounds areas
- Expectations about behaviour with other children/adults
- Positive feedback
- Procedures for health and safety