

# Be You for VET: CHC30221 Certificate III and CHC40221 Certificate IV in School Based Education Support

## Top Picks 4

**CHCEDS057 Support students with additional needs in the classroom (pages 1-2)**

**CHCEDS048 Work with children in need of additional learning support (page 3)**

### Mapping Be You to qualifications

These Top Picks units contain Elements, Performance Criteria and Knowledge Evidence to support and facilitate the mental health and wellbeing of children. The following tables identify Be You resources, such as Professional Learning modules and tools, that have the potential to enrich teaching and learning in these units.

### Top Picks 4a. CHCEDS057 Support students with additional needs in the classroom

Mapping	Top Picks 4a: Be You resources	
<b>Elements, Performance Criteria, Knowledge Evidence</b> (with suggested alignment to Professional Learning module learning outcome statements)	<b>Professional Learning modules: Learning outcomes statements numbered for easy reference</b> (with suggested unit alignment)	<b>Webinars, Fact Sheets, Tools</b>
<b>Element 2: Support individual students with additional needs</b> 2.1 Reflect on own personal values and attitudes regarding additional needs when working with students. (PRO4) 2.2 Show respect, empathy and acceptance for individual differences in dealings with students. (INQ2, PRO4, RES1, CON1) 2.3 Acknowledge and accommodate individual student needs in the approach to teaching and learning. (INQ2, 3, PRO4, CON1)	<b>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></b> <b>CONNECT 1</b> Describe how connectedness and belonging can positively impact the mental health and wellbeing of children and young people (2.2, 2.3, 2.4) <b>INCLUDE 3</b> Understand how to use inclusive practices, including learning materials and experiences, and the importance of a learning environment that reflect the values of diversity and inclusion (2.1-2.7)	Webinar: <u><a href="#">Supporting children with complex needs</a></u> Tool: <u><a href="#">BETLS Observation Tool</a></u>

Mapping	Top Picks 4a: Be You resources	
Elements, Performance Criteria, Knowledge Evidence (with suggested alignment to Professional Learning module learning outcome statements)	Professional Learning modules: Learning outcomes statements numbered for easy reference (with suggested unit alignment)	Webinars, Fact Sheets, Tools
<p>2.4 Provide students with encouragement in order to promote their positive self-concept and self-esteem. (INQ3, CON1)</p> <p>2.5 Identify the role, purposes and content of individual education programs to address additional needs. (INQ 3, PRO4)</p> <p>2.6 Use language, equipment, materials and strategies suited to individual student needs. (INQ3, PRO4)</p> <p>2.7 Follow individual education programs planned by teachers for particular students and recommend amendments as appropriate. (INQ3, PRO4)</p>	<p><b>DOMAIN: <u>EARLY SUPPORT</u></b></p> <p>See also <b>INQUIRE 2</b> Recognise the importance of using sensitive and developmentally appropriate language when discussing concerns about mental health</p> <p><b>DOMAIN: <u>RESPONDING TOGETHER</u></b></p> <p>See also <b>RESPOND 1</b> Describe how connectedness and belonging can positively impact the mental health and wellbeing of children and young people</p>	
<p><b>Element 4: Assist with classroom programs to support students with additional needs (EMB1,2,4)</b></p> <p>4.4. Use positive guidance strategies and techniques appropriate to the student and as directed by the teacher.</p>	<p><b>DOMAIN: <u>LEARNING RESILIENCE</u></b></p> <p><b>EMBED 1</b> Recognise that social and emotional education is everyone’s responsibility (4)</p> <p><b>EMBED 2</b> Make critically informed decisions about choosing appropriate social and emotional learning programs, learning approaches and practices (4)</p> <p><b>EMBED 4</b> Plan and integrate social and emotional learning into everyday practice (4)</p>	
<p><b>Element 5: Contribute to learning opportunities</b></p> <p>5.3 Observe and take opportunities to encourage and support incidental learning by students.</p> <p>5.4 Provide suggestions to teachers to improve learning opportunities of students based on observations.</p> <p>5.5 Gather and record data as directed by the teacher.</p>	<p><b>DOMAIN: <u>EARLY SUPPORT</u></b></p> <p><b>NOTICE 4</b> Understand how to observe children and young people and how to record these observations (5.3, 5.4, 5.4)</p>	

## Top Picks 4b. CHCEDS048 Work with children in need of additional learning support

Mapping	Top Picks 4b: Be You resources	
<b>Elements, Performance Criteria, Knowledge Evidence</b> (with suggested alignment to Professional Learning module learning outcome statements)	<b>Professional Learning modules: Learning outcomes statements numbered for easy reference</b> (with suggested unit alignment)	<b>Webinars, Fact Sheets, Tools</b>
<b>Element 2: Provide support to students in need of additional support</b> 2.2 Use inclusive approaches and encourage students in ways which promote their positive self-concept and self-esteem. (UND5, PRO21)	<b>DOMAIN: <u>EARLY SUPPORT</u></b> <b>NOTICE 4</b> Understand how to observe children and young people, and how to record these observations (1.3)	Webinar: <a href="#">Supporting children with complex needs</a> Tool: <a href="#">BETLS Observation Tool</a>
<b>Element 3: Respond to situations of immediate risk using predetermined strategies where available and report to appropriate personnel</b> 3.1 Report behaviours which may pose a health or safety issue to students or staff, according to organisational procedures.	<b>DOMAIN: <u>RESPONDING TOGETHER</u></b> See also <b>RECOGNISE 3</b> Identify potential risk and safety issues following a critical incident (E3, 3.1) <b>RECOGNISE 4</b> Understand your role in the community's response to a critical incident (E3)	