



CHC30213 Certificate III in Education Support



Skills Workbook

V.1.8 Produced 20 November 2020

Copyright © 2016 Compliant Learning Resources. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system other than pursuant to the terms of the Copyright Act 1968 (Commonwealth), without the prior written permission of Compliant Learning Resources.

Version control & document history

Date	Summary of modifications made	Version
19 April 2016	Version 1 final produced for course release.	1.0
8 August 2016	Added Task and Evidence Checklist for Assessors Added instructions on submission of scanned documents/portfolio evidence for each Task	1.1
5 March 2017	Reworded instructions in Portfolio 1	1.2
29 August 2017	Added additional instructions for Portfolio 3 Part 3 and Portfolio 6 Part 3 Added url to hyperlink	1.3
14 September 2017	Changed Q8 in Portfolio 7 Part 1 Step 1	1.4
9 May 2018	Removed link to online templates	1.5
18 April 2019	Changed 'house keeping practices' to 'safe work practices' for Portfolio 2 Part II Observation Form Questions 18-19	1.6
1 April 2020	Provided additional instructions about how to put answers in the workbook.	1.7
20 November 2020	Added missing fields.	1.8

TABLE OF CONTENTS

This is an interactive table of contents. If you are viewing this document in Acrobat, clicking on a heading will transfer you to that page. If you have this document open in Word, you will need to hold down the Control key while clicking for this to work.

COURSE STRUCTURE	5
VOCATIONAL PLACEMENT	8
COMPETENCY BASED ASSESSMENT	12
Supervisor's Guidelines	14
PLACEMENT GUIDELINES	16
SKILLS WORKBOOK COVER WORKSHEET	18
VOCATIONAL PLACEMENT HOURS LOG	19
Important notice to Student/Supervisor	20
VOCATIONAL PLACEMENT LOG	21
PORTFOLIO 1 – GETTING TO KNOW YOUR SCHOOL.....	26
Part I. Standards, Policies, and Procedures Matrix.....	27
Part II. Transcript: The School and Its Community.....	30
Evidence Checklist	31
PORTFOLIO 2 – DAILY ROUTINE	32
Part I. Job Role and Responsibilities	33
Part II. Job Role in Action	37
Observer Form: Job Role in Action	39
Evidence Checklist	57
PORTFOLIO 3 – STUDENT CASES.....	58
Part I. Initial Reports: Student Profiles	60
Part II. Daily Anecdotal Records: Observations	75
Observer Declaration Form: Anecdotal Record.....	83
Part III. Weekly Activity Records	92
Observer Declaration Form: Activity Planning Sheet	105
Evidence Checklist	110
PORTFOLIO 4 – LITERACY PROGRAM.....	112
Part I. Planning and Preparation	114
Part II. Implementing a Literacy Program	120
Observer Declaration Form: Literacy Program Implementation.....	122
Part III. Student Needs	131
Evidence Checklist	151
PORTFOLIO 5 – MATHEMATICS PROGRAM	153
Part I. Implementing a Numeracy Program.....	155
Observer Declaration Form: Numeracy Program Implementation.....	167
Part II. Student Needs.....	173
Evidence Checklist	187

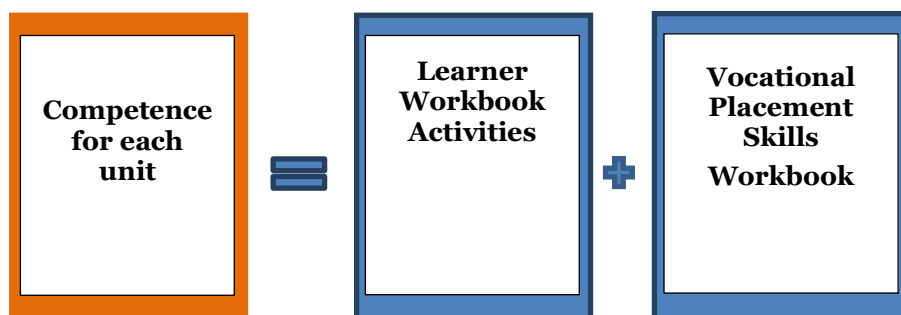
PORTFOLIO 6 – SUPPORTING STUDENTS WITH SPECIAL NEEDS	188
Part I. Cultural and Language Programs	190
Observer Declaration Form: Cultural and Language Programs	201
Part II. Person-Centred Approach	206
Part III. Profile Meeting	209
Observer Declaration Form: Supporting Special Needs.....	218
Evidence Checklist	225
PORTFOLIO 7 –CULTURAL SAFETY	226
Part I. Reflection and Research	228
Part II. Community Engagement	238
Observer Declaration Form: Cultural Safety	246
Evidence Checklist	252
PORTFOLIO 8 – WORK REFLECTIONS	253
Part I. Reflective Diaries	254
Part II. Third Party Observations.....	258
Observer Declaration Form: Work Reflections	262
Evidence Checklist	271
Task and Evidence Checklist.....	272
WORKBOOK CHECKLIST.....	300
FEEDBACK	301

COURSE STRUCTURE

Students at Inspire Education will complete their learning through both distance learning and a practical placement. Within the duration of the course, you will be required to complete a minimum of 100 hours of workplace-based experience to demonstrate the performance evidence in working within the **Education** sector.

The **CHC30213 Certificate III in Education Support** certificate course contains **17 units of competency**. Of these units there will be five (5) clustered modules of learning materials consisting of Learner Workbooks containing assessments activities (i.e. written questions, case studies and scenarios) to complete. It also has a corresponding Skills Workbook which you will be required to complete during your Vocational Placement. The Skills Workbook will focus on you describing your activities and experiences during the course of your vocational placement. Your supervisor will sign off the assessment evidence to verify your demonstration of the required skills, performance and knowledge.

To be deemed competent in each unit of competency, you need to complete the relevant Learner Workbook Questions including Case Studies and/or scenarios plus complete your Skills Journal. You will be asked to periodically submit sections of your Skills Journal to your assessor so that progressively you will complete the majority of your units before you finish your Vocational Placement.



The following table indicates which workbooks need to be completed for each unit of competency.

If you have any questions as you are working through the learning materials, you can contact your trainer and they will be more than happy to provide you with guidance.

Unit	Workbooks CHC30213 Certificate III in Education Support					Skills Workbook
	1	2	3	4	5	6
12 Core Units						
CHCECE006 Support behaviour of children and young people	✓					✓
CHCEDS003 Contribute to student education in all developmental domains	✓					✓
CHCEDS007 Work effectively with students and colleagues	✓					✓
CHCEDS002 Assist implementation of planned educational programs		✓				✓
CHCEDS005 Support the development of literacy and oral language skills		✓				✓
CHCEDS006 Support the development of numeracy skills		✓				✓
CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment			✓			✓
CHCDESD004 Contribute to organisation and management of classroom or centre			✓			✓
CHCDIV001 Work with diverse people			✓			✓
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety			✓			✓
CHCEDS017 Contribute to the health and safety of students				✓		✓
CHCEDS018 Support students with additional needs in the classroom environment					✓	✓
5 Elective Units						
CHCEDS011 Search and assess online information		✓				✓
HLTWHS001 Participate in work health and safety				✓		✓
CHCEDS016 Support learning for students with disabilities in a classroom environment					✓	✓
CHCEDS025 Facilitate learning for students with disabilities					✓	✓

CHCDISoo7 Facilitate the empowerment of people with disability					✓	✓
--	--	--	--	--	---	---

VOCATIONAL PLACEMENT

To complete the **CHC30213 Certificate III in Education Support**, a practical placement is required in a school environment. Information regarding vocational placement can be found in the Vocational Placement Student Information booklet.

- The **Educational Environment** must be accredited. This ensures that the school has adequate resources, including supervisory staff and equipment to allow you to complete all assessment tasks.
- The supervisor who observes your performance and signs your skills assessment workbook must be in a position of authority higher than the role you will fulfil. This is most likely your supervising classroom teacher.

Resources required for the vocational placement assessment include:

- **Inspire Education** will provide:
 - Learner Guides
 - Assessment Workbook
 - Workplace documentation
 - Assessment forms and templates similar to those used by the school
 - Enrolment Pack
 - Vocational Placement Pack, which includes the vocational placement student information, the training plan, the supervisor information and the vocational placement agreement.
 - Information about accreditation standards.
 - Access to the following:
 - [Guide to the National Quality Framework](#)
 - [Guide to the National Quality Standard](#)
 - [Guide to the National Law and National Regulations](#)
 - [Links to Information Materials of the Australian Curriculum](#)
 - Sample Literacy and Numeracy Indicators/Skills Checklist (link and access inside the workbook)
 - [National Standards for Disability Services](#)
- **The student** to provide:
 - Computer with Internet access and the following software: MS Word, Adobe Acrobat Reader, Google Chrome
 - Audio recording device (optional but not required)

- **Vocational Placement Provider** to provide:
(Vocational Placement Coordinator must ensure the Vocational Placement Provider will provide the following):
 - Workplace in an Educational environment which must include:
 - Indoor and outdoor activity areas
 - Access to documents specific to the work context such as:
 - Lesson plans and Classroom programs
 - Individual Education Plans of students to be supported (IEP)
 - School forms, job descriptions, student records (for student profile portfolio), school policies and procedures, and student handbook
 - Access to the following people:
 - At least two (2) students — **each with a special learning need in a different domain** and each assigned with a specific Individual Education Plan
 - At least two (2) students — **each with a special need and/or specific disability** each assigned with a specific Individual Education Plan
**May be the same students, provided that they meet the assessment requirements (see assessment requirements for CHCDIS007 and CHCEDS018)*
 - At least one (1) colleague: a person who is an Aboriginal or Torres Strait Islander or one who has worked closely with Aboriginal or Torres Strait Islander people and communities
 - Aboriginal and/or Torres Strait Islander community, or if not possible, access to at least one (1) person who is part of the Aboriginal and/or Torres Strait Islander community. These can be a parent/carer of a student.

1. Before starting your vocational placement ensure that you have:

- Completed the first five (5) Assessment Workbooks
- Submitted the Language, Literacy and Numeracy Evaluation
- Submitted the Vocational Placement Agreement (Completed and Signed)
- Received back a copy of the Vocational Placement Agreement signed by all parties.

If the Vocational Placement Agreement is not completed and submitted, you will not be covered by insurance. If we receive an incomplete Vocational Placement Agreement, we usually post it back to you so that you can complete it. Ensure that you keep us updated of any changes to your postal address so that no postal correspondence is lost.

2. During your vocational placement:

While on your Vocational placement, you will be required to undertake tasks that your vocational placement supervisor will observe and make comment on.

You will need to work on the activities in the Skills Workbook.

Familiarise yourself with the content of each Assessment section before starting your placement so that you don't miss out on documenting any information that is required. On the first day of your vocational placement, show and discuss this skills journal with your vocational placement supervisor.

SKILLS WORKBOOK (This workbook)

Click on text forms , tick boxes ☐, or radio buttons ☐ to enter your answers. You must submit this answered workbook along with completed forms and templates, as part of the requirements of this assessment.

To complete your skills workbook, you will be required to complete a variety of assessment methods:

1. Undertake a task, describe how you completed the task to meet requirements, enter the date and get your supervisor to sign off in confirmation. Add any comments they have as a result of their observation of the task.
2. Third-Party Reports (Observer Declaration Forms) – Some tasks require the direct supervision and observation of you completing those tasks. The Vocational Placement supervisor or your supervising teacher must complete the relevant sections.
3. Portfolio Projects – This section divides the workbook into a set of tasks that will primarily make up your vocational placement course. It contains projects that require you to conduct workplace observations, checklists, write reports, submit supporting documentation, etc.

4. Meeting Minutes – Most tasks in the Portfolio Projects will require you to schedule a discussion with your supervisor and relevant educational personnel. This assessment will record the discussion that you have; some of it will need to be verified by your supervising teacher.

IMPORTANT: Read each section of this workbook thoroughly before attempting to complete it. Review the assessment and consult with your Vocational Placement Supervisor.

COMPETENCY BASED ASSESSMENT

Competency based assessment requires students to be able to demonstrate their competency consistently.

Any task within this workbook needs to be demonstrated, observed, and recorded. Some tasks may have specific requirements such as:

- Demonstrated a certain number of times, or
- Completing a task at least two (2) times with 3 children of different ages and/or background.

Recording the performance of an assessment tasks can be done in four (4) ways:

1. Undertake a task, describe how you completed the task to meet requirements, enter the date and get your supervisor to sign off in confirmation. Add any comments they have as a result of their observation of the task.
2. Third-Party Reports (Observer Declaration Forms) – Some tasks require the direct supervision and observation of you completing those tasks. The Vocational Placement supervisor or your supervising teacher must complete the relevant sections.
3. Portfolio Projects – This section divides the workbook into a set of tasks that will primarily make up your vocational placement course. It contains projects that require you to conduct workplace observations, checklists, write reports, submit supporting documentation, etc.
4. Meeting Minutes – Most tasks in the Portfolio Projects will require you to schedule a discussion with your supervisor and relevant educational personnel. This assessment will record the discussion that you have; some of it will need to be verified by your supervising teacher.

Ensure that your vocational placement supervisor is aware that they need to include comments about their observation.

Once you have submitted your completed your Skills Workbook, your Assessor will assess the evidence to determine your competence. The assessor will look at the information and comments that the supervisor has provided and determine whether each task has been done satisfactorily.

To be deemed competent in each unit, you are required to achieve a satisfactory result for all of the assessment components that make up that unit. Where a 'not yet satisfactory' judgement is made, you will be given guidance on steps to take to improve

your performance and be provided the opportunity to resubmit evidence to demonstrate competence. Once a 'satisfactory' judgement has been made on all components for a unit, you will be deemed 'competent' in that unit.

Supervisor's Guidelines

OBSERVER DECLARATION FORMS/SIGNING-OFF

The Observer Declaration Forms is designed to be used by **both** the student and their vocational placement supervisor. The Observer Declaration Forms will be used:

The Student	The Vocational Placement Supervisor
• to help review their progress • to provide them with a record of the skills and knowledge they have gained through their industry placement and training in the workplace	• to provide a record of the student's progress in the work environment • to help the vocational placement supervisor deliver on-the-job training

Competency based assessment requires students to be able to demonstrate their competency consistently.



Students can demonstrate their skills by being observed while performing duties within the school environment, showing their skills in a simulated or practice style activity and responding appropriately to questions showing essential knowledge of the task being performed.

As a vocational placement supervisor you need to fill in and sign off the student's **Observer Declaration Forms** and **Supervisor's Checklist** included in each part of the Skills Workbook Portfolios, when you observe the student undertaking the tasks in a satisfactory manner.

Also, an Observer Declaration Form in **Portfolio 2** containing a list of tasks that the student will be mostly doing in the vocational placement centre must also be filled in and signed off. This is done by marking **[S]** if you believe the student's performance is satisfactory or **[NYS]** if not yet satisfactory

Satisfactory [S] or Not Yet Satisfactory [NYS]

The comments section is provided for you to comment on the performance of the student. Always include comments as these are critical in determining whether a student has demonstrated competency in a task.

Once completed and signed, the student is required to submit their Skills Assessment Booklet to Inspire Education for an assessor to complete their final assessment.

Note: You are not required to assess the student but your observations as an industry expert form an important part of the information reviewed by the assessor in determining the competence of the student.

If a student is not yet satisfactory at performing a task, providing them with feedback and opportunities to practice the task will help. Positive feedback on satisfactory tasks will increase the student's confidence in their abilities. Should you have any concerns or questions about completing the **Observer Declaration Forms** and **Supervisor's Checklist**, contact the Inspire Placement Coordinator and they will assist you with any queries you may have.

If the student has been unable to demonstrate performance in any tasks during their industry placement, Inspire Education will assist the student where possible to find a way to demonstrate their skills in this area. Some elements will be achieved through project work and workbooks.

If a student wishes to appeal the result of their assessment, they will need to refer to the Appeals and Complaint Policy in the Inspire Education Student Handbook.

PLACEMENT GUIDELINES

STUDENT GUIDELINES

Your key role is to learn and demonstrate competency in the units required for **CHC30213 Certificate III in Education Support**.

Note:

- If you cannot attend any time during your vocational placement you must notify the vocational placement provider as early as possible so that they are aware that you will not be attending.
- The duties that you are assigned during your vocational placement will always be under the supervision of a vocational supervisor/staff member who is available to take responsibility for the client/s.
- Remember that you are there to learn and not judge.
- You are required to behave appropriately at all times and follow the vocational placement provider guidelines, policies and procedures.
- You should try to become part of the team and involved in the day-to-day workings of the vocational placement provider.
- You need to present yourself in a neat and tidy manner as per the guidelines at the vocational placement provider you attend, and you may be required to wear a uniform.

INDUSTRY PLACEMENT GUIDELINES

- Students attendance should be organised for 6 school hours a day wherever possible with a lunch break of half an hour (unless otherwise arranged)
- Students should attend their vocational placement on the days that have been arranged with the Vocational placement provider and Inspire Education.
- Students should become part of the team and assist others, as required.
- The start and finish times should may be determined by the principal.
- At the start of the vocational placement the student is required to gather information to aid in their understanding of the philosophy and policies in place within the service.
- The Vocational Placement Supervisor will supervise the student during their placement, assess their competencies by signing them off in their Observer Declaration Forms and Supervisor's Checklist and providing feedback.

ACCESS AND EQUITY

Inspire Education is committed to providing opportunities to all people for advancement, regardless of their background. We support government policy initiatives and provide access to our training for all those seeking to undertake it.

We ensure that our client selection criteria are non-discriminatory and provide fair access to training for the disadvantaged. In addition, we liaise with agencies and government departments for assistance in matters of language, literacy and numeracy difficulties.

SUBMITTING YOUR SKILLS WORKBOOK

Via Fax or Post

Once you have completed your Skills Workbook you may submit it to us via fax or post. (You can alternatively scan the document and upload it via the student portal if you prefer.)

Once you are satisfied with your Skills Workbook and are ready to submit your work, ensure that:

- **All** assessment tasks have been completed
- You have proofread your assessment
- You have read and completed the entire Cover Sheet (on the following page)
- Assessment submissions are no larger than A4 in size
- Assessment has **NOT** been presented in a folder or binder
- Assessment is **NOT** stapled. (Use paperclips or plastic sleeves)
- If writing on this workbook use **BLACK** pen only

Mail to:

C/O: "Education Support Assessments"
Inspire Education
GPO Box 1180
Brisbane
QLD, 4001

SKILLS WORKBOOK COVER WORKSHEET

WORKBOOK:	WORKBOOK 6
TITLE:	Skills Workbook
FIRST AND SURNAME:	
PHONE:	
EMAIL:	

Read the Candidate Declaration below and if you agree to the terms of the declaration sign and date in the space provided.

By submitting this work, I declare that:

- I have been advised of the assessment requirements, have been made aware of my rights and responsibilities as an assessment candidate, and choose to be assessed at this time.
- I am aware that there is a limit to the number of submissions that I can make for each assessment and I am submitting all documents required to complete this Assessment Workbook.
- I have organised and named the files I am submitting according to the instructions provided and I am aware that Inspire Education will not assess work that cannot be clearly identified and may request the work be resubmitted according to the correct process.
- This work is my own and contains no material written by another person except where due reference is made. I am aware that a false declaration may lead to the withdrawal of a qualification or statement of attainment.
- I am aware that Inspire Education has a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications/evidence of parties who verify my performance or observable skills. I give my consent for Inspire Education to contact these parties for verification purposes.

Name:

Signature: _____

Date:

IMPORTANT: Any emailed assessments will not be processed

Assessments will only be accepted as submitted when you upload them to the Student Portal, Fax them to 1800 008 128 or post them to GPO Box 1180, Brisbane, QLD 4001

VOCATIONAL PLACEMENT HOURS LOG

During your Vocational Placement, there is a requirement for students to initiate a vocational placement position (between a minimum of 100hrs and up to 240hrs) with an approved and regulated educational service and complete a '**skills workbook**', covering the majority of included units.

In particular there, is a mandatory requirement for participants to demonstrate evidence that they have completed **at least 100 hours** of duties specifically covering the following units:

- CHCEDS002 Assist implementation of planned educational programs
- CHCEDS003 Contribute to student education in all developmental domains

To provide evidence of this, you are required to complete the log templates in the following pages detailing the primary responsibilities and roles you performed on each day of attendance during your Vocational Placement. Each day must be signed off by yourself and your supervisor indicating start time, finish time, and total hours.

The final sign of sheet must be completed with all details indicating a true and accurate record of performance and must indicate a minimum total of 100 hours or a maximum total of 240 hours.

Note: A different Task Log template included in this workbook will also need to be filled out to demonstrate the completion of duties generally for the following units:

- CHCEDS004 Contribute to organisation and management of classroom or centre
- CHCEDS017 Contribute to the health and safety of students

Important notice to Student/Supervisor

Most of the Portfolio Projects of your assessment contains observations and activities that will require preparation, planning, and implementation of educational programs for involving students with disabilities, additional needs and/or special needs. **Some of these observations may occur over an extended period of up to 2 weeks.**

We suggest that you **read carefully** through the requirements of these assessments first and discuss with your supervisor.

Skills Assessments for Portfolio 7: Cultural Safety

This portion of your assessment focuses on the promotion of cultural safety including student health programs in school which involve interaction with persons from Aboriginal peoples and/or Torres Strait Islanders:

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

VOCATIONAL PLACEMENT LOG

This course requires you to complete the outlined tasks in this workbook in a accredited educational environment. A minimum of 100 hours of vocational placement is required to demonstrate successful completion of the relevant unit requirements included in this course.

This section requires you to log the time you spend in vocational placement performing the outlined tasks, roles and responsibilities relevant to unit requirements included in this course.

Use the Vocational Placement Time Log provided below.

Once you've completed all the required tasks and vocational placement hours, have your vocational workplace supervisor complete the Vocational Placement Supervisor Declaration Section in the Vocational Placement Time Log Declaration Form. Once done, scan the completed Vocational Placement Hours Log form and the Vocational Placement Hours Log Declaration Form using the filename: "Education Support Vocational Placement Log".

Vocational Placement Hours Log									
--------------------------------	--	--	--	--	--	--	--	--	--

Student Name: _____

Date Started: Click or tap to enter a date.

Vocational Placement Site: _____

Date Finished: Click or tap to enter a date.

[illegible]

TOTAL HOURS	
-------------	--

Student Declaration

Declaration: I have performed the roles listed above for the stated number of hours and this is a true and accurate record of my performance.

Student Signature:

Date: Click or tap to enter a date.

Vocational Placement Supervisor Declaration

Declaration: I confirm that the student listed above has completed the roles listed and the number of hours reported and this is a true and accurate record of my observations.

Satisfactory Performance ☐ Not Yet Satisfactory Performance ☐

Supervisor's Name: Signature:

Date: Click or tap to enter a date.

Supervisor Contact Details – Phone Number:

Email Address:

Supervisor Qualifications:

Supervisor Comments (optional feedback to student):

Vocational Placement Assessment Checklist (To be completed by the Assessor)

Quality Check – To be completed by Assessor

Document Submission Checklist for CHC30213 Certificate III in Education Support – Vocational Placement Log

Document Required [Skills Workbook Section Document name]	Document Submitted	Document meets Assessment Requirements
Vocational Placement Log (Assessor to confirm 100 hours completed) **Assessor Needs to validate that signoff of the log has been completed	☐	☐

PORTFOLIO 1 – GETTING TO KNOW YOUR SCHOOL

It's your first few days of vocational placement as a teacher aide, a probably hectic but quite exciting time to show off the skills you've learned from the previous subjects. It is expected that you might be raring to go off and do your stuff, but before anything else, you need to take stock of everything around you and get to know your school.

Portfolio 1 will be a collection of documents meant to gauge your knowledge of your chosen school's standards, policies and procedures, the school's curriculum, and the general profile of the student population you will be supporting. A teacher aide should always have an extensive knowledge about the school they are supposed to support and participating in this set of activities will allow that kind of learning experience to flourish.

Your submissions will primarily be made up of summary tables and specified annexes that will help your assessor evaluate your knowledge of the school. Each submission will be a detailed and written summary of an answer to a specific question being asked for in this Portfolio. You must address every part of the question, however, you will not always be given every piece of detail to include.

This assessment will be made up of 2 parts:

1. **Standards, Policies and Procedures Matrix:** a table meant to gather and collate information about the school's standards, policies, and procedures.

A template for this table can be taken below.

Transcript: The School and the Community: a transcript that shows a discussion about the school and the community it serves.

Submissions outside the specified page and word limits above will be marked as Not Yet Satisfactory.

Part I. Standards, Policies, and Procedures Matrix

A teacher aide's primary responsibility is to support the students at the school, and to capitalise on their strengths to maximise their learning experiences. It is expected that you perform this duty in line with the teacher's lesson plans for the students and the school standards, policies, and procedures. This activity is designed to allow you to explore and familiarise yourself with your chosen school's standards, policies, and procedures in preparation for your later work.

Task

Your task is to **complete a matrix** showing information about the standards, policies, and procedures that are in place at your vocational placement centre.

Steps to complete:

- A. On your first few days of vocational placement, obtain a scanned or photocopy of ALL documents containing the following standards, policies, and procedures (or their close counterparts) from your school:
1. Staff Handbook
 2. Student Code of Conduct or Student Handbook
 3. Work Health & Safety Policies and Procedures
 4. Behavioural Management policies (e.g. bullying, school visits, scheduling)
 5. Specific school procedures (e.g. administrative, student attendance)
 6. Policies and procedures relating to communicating with and about students
 7. Organisation protocols for Internet access
 8. Policies and procedures relating to handling student information and confidentiality
 9. Policies and procedures relating to working with students with disabilities
 10. Any document that you think may be relevant as a standard, policy, or procedure

If submitting scanned copies of the documents, collate them in a folder using the filename: Portfolio 1-Part1-OrgDocuments.

Guidance: If the listed standards, policies, and procedures are part of one or more documents, then you must indicate that in the template under which document a specific standard, policy, or procedure is included.

For example, if the WHS policies and procedures are provided in the Staff Handbook, then you must indicate the Document Type as Staff Handbook and list WHS policies and procedures under the list of content sections.

- B. Complete the **Organisational Standards, Policies, and Procedures Matrix** to summarise the documents and the information you have collected. Access this from **Portfolio 1 folder** of [Education Support Templates](#) included with this workbook.

Guidance: There must be at least one (1) standard, policy, or procedure document that relates to communicating with students and at least one (1) standard, policy, or procedure about students.

Organisational Standards, Policies, and Procedures Matrix		
Document Type	Title of Document	Purpose of Document
<i>Guidance: Identify if the document you obtained is a standard, policy or procedure.</i>	<i>Guidance: Identify the title of each document.</i>	<i>Guidance: Describe the purpose of each document.</i>

Part II. Transcript: The School and Its Community

Like in any other workplaces, it is important as a teacher aide that you familiarise yourself with the school environment and the community that your school caters to. After all, a school is a community composed of different individuals. It includes the school staff whom you will be working with, the students, their families, and the bigger community where they belong.

This activity is designed to help you familiarise yourself with the diverse cultural and linguistic background of the school community where you will be working in.

Task

Your task is to **provide a transcript** that shows a discussion about the cultural and linguistic characteristics of the students, their families, and the greater community that the school is part of.

Steps to complete:

1. Schedule a discussion with your supervising teacher or any relevant school personnel who can provide you information about the school's population. Your objective is to learn more about the community that the school caters to. In this discussion, you **MUST** obtain the following information:
 - Characteristics of the student populace for the current school year (i.e. male/female ratio, total enrolments, etc.)
 - Cultural and linguistic backgrounds of students and their families
Guidance: Determine the number of students who are: from mainstream Australia, Aboriginal Peoples or Torres/Strait Islanders, migrants, etc. Determine also the first and second languages of these students, if applicable. (i.e. How many are native English speakers?)
 - Community based activities or programmes that the school provides to the wider school community (if applicable)
2. Write down this information as part of the discussion notes you've made on the meeting. You may keep an audio record of the interview but you'll only need a transcript for this step.

Guidance: It is helpful to get an audio recording of your discussion and then transcribe it later.

You may:

- Submit a **printed document** of the transcript to your assessor as part of this portfolio; or

- Submit a Word-processed copy of the transcript to your assessor. Save it using the filename: Portfolio 1-Part2-Transcript.

Take note of the information you will be gathering about the students whom you will identify as coming from culturally and linguistic backgrounds (CALD) as you will need them for another assessment task.

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
	Quantity	Evidence	Check when complete 
PART 1			
Step 1	1	Organisational Standards, Policies, and Procedures Matrix	☐
		Supplementary (ALL documents containing the following information):	☐
		Staff Handbook	
		Student Code of Conduct or Student Handbook	
		Work Health & Safety Policies and Procedures	
		Behavioural Management policies (e.g. bullying, school visits, scheduling)	
		Specific school procedures (e.g. administrative, student attendance)	
		Policies and procedures relating to communicating with and about students	
		Organisation protocols for Internet access	
		Policies and procedures relating to handling student information and confidentiality	
		Policies and procedures relating to working with students with disabilities	
	Any document that you think may be relevant as a standard, policy, or procedure		
PART 2			
Step 1	1	Printed Interview Transcript: The School and Its Community	☐

PORTFOLIO 2 – DAILY ROUTINE

A teacher aide's role in the school environment is important as they have big shoes to fill in, especially inside the classroom. As you go about getting to know your school, you will also learn that your role would mostly revolve around assisting the classroom teacher with preparing and implementing the curriculum activity, supporting and implementing education programs, supervising the children, and attending to students with disability and/or special needs.

Portfolio 2 will be a collection of documents meant to gauge your knowledge on your specific roles and responsibilities as a teacher aide, legislation, awards and agreements that apply to your job role, and guidelines or professional conduct that you follow in order to comply with the policies and procedures set by the school.

Your submissions will primarily be made up of documents that record your performance and experiences of the tasks required from your job role in the school environment. The tasks provided in the documents you need to complete would generally involve your experiences with supporting and supervising students, and supporting your supervising teacher in implementing classroom activities and other educational programs.

Each submission is meant to answer a specific question being asked for in this Portfolio. You must address every part of the question, however, you will not always be given every piece of detail to include.

This assessment will be made up of three parts:

- 1) **Meeting Minutes: Legislative, Policy and Industrial Requirements:** a record of your discussion with your supervising teacher with clarification on your job role and responsibilities, legislation, awards and agreements that apply to your role.
- 2) **Third-Party Observation:** A document that will be verified by your supervising teacher with regards to your recorded responses in the Observer Form: Job Role in Action. It records your day-to-day performance and experiences of the duties in the school environment.

All templates that you need to complete for this Portfolio are available below.

Part I. Job Role and Responsibilities

A teacher aide must fully understand the role and responsibilities that they have while inside the school environment. In Portfolio 1, you have been asked to familiarise yourself with the school's standards, policies, and procedures. This activity will now require you to know details involving the work/job role and day-to-day tasks of a teacher aide.

Task

Your task is to access and obtain workplace information about the legislation, guidelines or professional conduct, industrial award(s), and certified agreement(s) relevant to your role. It is important that you do not only gather information on what is required from this assessment, but you should also understand the key provisions of these workplace information, and ensure that these are being applied in the school environment. You will need to discuss with your supervising teacher to clarify information regarding these requirements.

Step 1:

Obtain a scanned or photocopy of ALL of the following information from your vocational placement centre:

- a. Job description for teacher aides

Guidance: You may ask for this from your supervising teacher during your induction prior to starting your vocational placement in the school.

- b. Industrial award that applies to teacher aide (at least one)

- c. Certified agreement/s relevant to your role

- d. Guidelines or professional conduct that applies to your job role

Guidance: These may be included in the school's staff handbook or the handbook for teacher aides that may be discussed during your induction.

Include the copies of these documents as part of your portfolio. Ensure that you have followed the school's policies and procedures when requesting approval to obtain copies and access to these documents, as requirements for your assessment.

If submitting scanned copies of the documents, collate them in a folder using the filename: Portfolio 2-Part1-JobRoleDocuments.

Step 2:

1. Schedule a discussion with your supervising teacher, or discuss these during your induction. Clarify and confirm your understanding about the following:

Guidance: For the items listed below, you may refer to the responses you have provided in Case Study 1 of your Workbook 3.

- Legislation related to working with children screening/check
 - Permit/registration/clearance required for job role
 - Its interpretation and application as provided in the legislative document
- Legislation related to education and childcare
 - Its interpretation and application as provided in the legislative document
- Award conditions relevant to the job role (at least two (2) award conditions)
 - How are these applied in the workplace?
- Guidelines or professional conduct applying to your job role
- Organisational policies and procedures for responding to legislative issues, and how these are applied (at least two (2) policies and procedures)
- Your roles and responsibilities relating to supporting students with special needs (at least two (2) roles and two (2) responsibilities)
- Roles and responsibilities of at least two (2) relevant personnel involved in supporting students with special needs

2. Complete the **Meeting Minutes: Legislative, Policy and Industrial Requirements** based on what you discussed from this meeting. Access this from **Portfolio 2 folder** of [Education Support Templates](#) included with this workbook.

If submitting a scanned copy of the completed document, save it using the filename: Portfolio 2-Part1-Meeting1.

Meeting Minutes: Legislative, Policy, and Industrial Requirements	
Date & time of discussion:	
Attendees: (Have them sign their name)	
Meeting Minutes	
1) Legislation related to working with children screening/check	
2) Legislation related to education and childcare	
3) Award conditions relevant to the job role	
4) Guidelines or professional conduct applying to job role	
5) Organisational policies and procedures for responding to legislative issues, and how these are applied	
6) Your roles and responsibilities relating to supporting students with special needs	

7) Roles and responsibilities of at least two (2) relevant personnel involved in supporting students with special needs

Part II. Job Role in Action

From your copy of the teacher aide's job description, you will read through the duties and responsibilities that a teacher aide performs while working as a member of the school environment. During your vocational placement, you will experience first-hand these duties which would mostly happen inside the classroom.

Task

This part of the portfolio will require you to undertake the roles and responsibilities of a teacher aide on a day-to-day basis, while complying with the policies, procedures, and guidelines of the school you are assigned to. You are also required to maintain and follow the school's work health and safety policies and procedures while performing each tasks required from you.

Step 1:

1. Coordinate with your supervising teacher about the duties that you need to fulfil during the course of your vocational placement.
2. Access from **Portfolio 2 folder** of **Education Support Templates** the **Observation Declaration Form: Job Role in Action**.

This document contains a list of tasks that you must perform while working in your chosen vocational placement centre. Some of these tasks may be a part of the duties your supervising teacher will assign to you.

3. Have your supervising teacher act as an observer during your performance of the tasks listed in the Observer Declaration Form. They are to check either Satisfactory [S] or Not Yet Satisfactory [NYS] columns of each task in the form according to your performance.
4. Ask your supervising teacher provide remarks/comments for each task completed and ask them to sign their initials on the space provided.
5. Some of tasks listed require you to discuss details or provide descriptions of the instances when you have completed the tasks. Provide responses for those items. A corresponding guidance is provided where necessary.

6. You may be required by your supervising teacher to do some of the tasks more than what is required from the Observation Form, but you are only required to **log in dates** of the number of tasks as specified in each task.

Your other logs exceeding the amount of tasks required can be written in your **Reflective Diary Sheet** (Portfolio 8).

7. The Observer Declaration Form and your Reflective Diary Sheet will be checked against each other as part of verifying the evidence for this assessment.

Remember to bring your Observer Declaration Form with you as you perform each task required, and have it signed by your supervising teacher when completed.

If submitting a scanned copy of the completed document, save it using the filename: Portfolio 2-Part2-ObserverForm.

Observer Form: Job Role in Action

Instruction for Supervisor / Observer

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form/task checklist that begins on the next page.

Before you complete this form, please:

- Read through the items listed in the checklist/form
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Mark the candidate's checklist either as Satisfactory [S] or Not Yet Satisfactory [NYS] according to their performance of the tasks. To ensure a satisfactory mark, the candidate should have performed each of the tasks according to the following:

- Your specific instructions/directions
- The school's policies and procedures
- Guidelines and/or conduct required of the job role

Where specified, the candidate should have provided a correct detail or description of the tasks they have performed. Mark it as satisfactory upon verifying that the responses provided are true and accurate.

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling on the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance.

Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Observation Form

Candidate's Name:			
Supervising Teacher's Name:			
Start Date of Vocational Placement:		End Date of Vocational Placement:	

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
Tasks relevant to teaching materials and classroom supplies						
	1. Prepared and maintained materials and resources for use in the following:					
	a. Classes (at least two (2) instances)	List the resources you prepared and maintained.	☐	☐		
	b. Displays (at least two (2) instances)	List the resources you prepared and maintained.	☐	☐		
	c. Demonstrations (at least two (2) instances)	List the resources you prepared and maintained.	☐	☐		
	2. Maintained classroom displays in accordance with safety procedures	Outline the safety procedures you followed to complete these tasks.	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	(at least two (2) instances)					
	3. Estimated the quantities and resources to complete the task	Identify at least one (1) task completed, the resources and their estimated quantity.	☐	☐		
	4. Designed and produced teaching aids required by the classroom teacher		☐	☐		
	5. Correctly and efficiently used classroom supplies		☐	☐		
	6. Monitored stock levels of classroom supplies and placed orders	Outline the school's procedures that you have followed when monitoring stock levels and ordering supplies.	☐	☐		
	7. Obtained information on appropriate equipment or supplies required for lessons and activities		☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	8. Reported discrepancies in supply stock to the appropriate person/s	Briefly describe how discrepancies were reported and identify to whom the report was made.	☐	☐		
Tasks relevant to classroom equipment and technology						
	9. Utilised and operated the following equipment according to school policies: <i>To the candidate:</i> <i>Submit a copy of the user manual/manufacture's instructions of each of the equipment listed for this section.</i>					
	a. Computers	Outline the steps you have followed when operating the computers, according to the school's policies and manufacturer's instructions .	☐	☐		
	b. Printers	Outline the steps you have followed when operating printers, according to the	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
		school's policies and manufacturer's instructions.				
	c. Current technological equipment (at least two (2) kinds of equipment that you have used in class, e.g. iPads, mobile tablets, IWB, etc.)	Outline the steps you have followed when operating current technological equipment, according to the school's policies and manufacturer's instructions.	☐	☐		
	10. Used computer software (at least one) <i>To the candidate: Submit a copy of the user manual/manufacturer's instructions of the computer software you have specified.</i>	Identify the computer software used and identify the purpose of use.	☐	☐		
		Outline the school's policies and procedures that you followed when using the specified computer software.				
	11. Used and maintained specialist equipment	Identify two (2) different specialist equipment used.	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	for students with particular needs (at least two (2) students)	Outline the instructions followed when using and maintaining each of the equipment specified.				
	12. Provided guidance and support to students on the safe use and care of equipment and resources (at least two (2) instances)		☐	☐		
Tasks relevant to health and safe environment						
	13. Performed clean-up duties to maintain the clean and tidy condition of the classroom (at least two (2) instances)	Outline the procedures followed when performing clean-up duties in the classroom.	☐	☐		
	14. Provided assistance to at least two (2) students in their personal care or hygiene, at least one (1) instance should involve	Describe the two (2) instances when you have provided assistance to the students' personal care or hygiene.	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	cleaning a student's soiled clothing					
	15. Attended to at least two (2) students with minor illnesses		☐	☐		
	16. Identified and reported incidents and injuries in school (at least one (1) instance)	Identify the incident/s or injuries that you have reported.	☐	☐		
		Outline the school's procedures you followed when reporting incidents and injuries.				
	17. Assisted at least two (2) students needing minor first aid	Outline the school's procedures you followed when assisting students in need of minor first aid.	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	18. Maintained personal safety through safe work practices (at least two (2) instances)	Outline the steps that you have followed to maintain your personal safety , in accordance to safe work practices.	☐	☐		
	19. Maintained the safety of others, including students with disabilities and/or special needs (at least two (2) instances)	Outline the steps that you have followed to maintain the safety of others , in accordance to safe work practices.	☐	☐		
		Describe at least one (1) instance when you have maintained the personal safety of students with disabilities and/or special needs .				
	20. Recognised routine job-related hazards while performing	Identify at least two (2) routine job-related hazards that you have recognised at work.	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	duties and responsibilities (at least two (2) hazards)	Outline the procedures and instructions you have followed when dealing with hazards (e.g. reporting).				
Tasks relevant to supervision of students						
	21. Supervised and supported students in the classroom	Describe an instance when you have performed this task. Outline the teacher's directions that you have followed.				
		Outline the safety and legal requirements you have followed when supervising and supporting students inside the classroom.	☐	☐		
	22. Supervised students in out of the room/out of class activities (at least two (2) instances)	Describe the instances when you have performed this task. Outline the teacher's directions that you have followed.				
		Outline the policies and procedures you have followed when supervising students in out of the room/out of class activities .	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	23. Organised the following for out of class activities (at least two (2) activities): List the two (2) out of class activities.					
	a. Equipment (at least one type for each activity)	List two (2) examples of equipment organised for each activity.	☐	☐		
	b. Materials (at least one type for each activity)	List two (2) examples of materials organised for each activity.	☐	☐		
	c. Resources (at least one type for each activity)	List two (2) examples of resources organised for each activity.	☐	☐		
Tasks relevant to support for additional needs, special needs and/or disabilities						
	24. Assisted with the modification of general activities to meet particular needs where necessary (at least two (2) instances)		☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	25. Helped with whole class activities as directed by teacher (at least two (2) activities)		☐	☐		
	26. Provided observations to inform an education adjustment profile	List two (2) examples of observations that you have provided. Refer to the profile meeting in Portfolio 6.	☐	☐		
Tasks relevant to supporting inclusion						
	27. Used accurate and non-discriminatory language at all times		☐	☐		
	28. Included all students in group activities		☐	☐		
	29. Displayed respectful interactions with all students		☐	☐		
	30. Ensure all students have access to a safe learning environment	List at least two (2) ways on how you have ensured the students' access to a safe learning environment.	☐	☐		
	31. Demonstrated value for the rights and opinions of all students	List at least two (2) ways on how you have valued the rights and opinions of all students.	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	32. Cooperated with others in support of students	Identify at least two (2) people in school you have worked with in relation to student support.	☐	☐		
Tasks relevant to student information						
	33. Maintained the security and confidentiality of information involving student observations	Identify at least two (2) documents where this applies.	☐	☐		
	34. Maintained the confidentiality of student health information (at least one (1) student)		☐	☐		
	35. Communicated with health professionals about the students' health using professional language	Identify at least two (2) health professionals you have communicated with.	☐	☐		
	36. Communicated with the student's parents/carers about the students' health using professional language	Describe how professional language had been used.	☐	☐		

Date Completed	Task	This column is to be completed by candidate	These columns are to be completed by supervisor/observer			
		Description of task(s) performed	S	NYS	Remarks / Comments (required)	Initials
	37. Maintained and completed required records for at least two students, as directed	List at least two (2) examples of data/document you have recorded as instructed by the teacher.	☐	☐		
	38. Process information/ documentation in accordance with defined: - timeframes - guidelines - procedures	Describe at least two (2) instances when you have processed information/documentation according to timeframes . Outline the procedures and guidelines you have followed when processing information/ documentation.	☐	☐		
	39. Identified protocols for correct storage and retrieval of confidential records	Outline the steps you have taken to correctly store and retrieve confidential records, in accordance to the school's policies and procedures.	☐	☐		

Student Declaration
(To be completed by candidate)

By affixing my signature below I declare that I have performed all of the tasks outlined above and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Supervisor/Observer Declaration
(To be completed by supervisor)

By affixing my signature below I declare that the candidate, whose name appears above, performed all of the tasks outlined in this Observation Form on the exact dates specified by candidate, and that I have provided a true and accurate account of the student's performance in completing the above tasks.

Supervisor Name:

Supervisor Signature:

Date Completed:

Supervisor's contact details (phone and email are both required):

Contact phone:

Email address:

Step 2:

Provide your supervising teacher with the **Supervisor Feedback Form** as they sign the sections Observer Declaration Form. Access this from **Portfolio 2 folder** of **Education Support Templates** included with this workbook.

Encourage them to provide comments on areas or aspects where possible and necessary.

If submitting a scanned copy of the completed document, save it using the filename: *Portfolio 2-Part2-SupervisorFeedback*.

SUPERVISOR FEEDBACK FORM Portfolio 2 Daily Routine Part II Job Role in Action			
FOR THE SUPERVISOR: <i>Check if the candidate has demonstrated the following during the course of his/her vocational placement. Your general comment at the end of this checklist is highly encouraged.</i>	S	NY S	Supervisor's Comments
1. The candidate completes duties and tasks on time.	☐	☐	
2. The candidate completes duties and tasks according to instructions and support you have provided.	☐	☐	
3. The candidate completes all duties and tasks according to the school's policies and procedures.	☐	☐	
4. The candidate undertakes all work in accordance with legislation applying to the school environment.	☐	☐	
5. The candidate communicates progress of task assigned.	☐	☐	
6. The candidate seeks assistance from relevant colleague when difficulties arise in achieving allocated tasks.	☐	☐	
7. The candidate uses work practices that make environments safe for all.	☐	☐	
8. The candidate supervised students in out-of-class activities in accordance to your instructions.	☐	☐	
9. The candidate supported school related activities in accordance to your instructions and as specified in their job role.	☐	☐	
10. The candidate supervised students during classroom activities and out-of-room hours, including breaks, as directed.	☐	☐	
11. The candidate follows safe work practices at all times according to the school's work health and safety policies and procedures.	☐	☐	

12. The candidate follows the school's policies and procedures related to maintaining the security and confidentiality of student information at all times (i.e. observations, health information, IEPs, etc.)	☐	☐	
13. The candidate undertakes responsibilities and duties in a positive manner.	☐	☐	
14. The candidate promotes cooperation and good relationship while undertaking tasks and responsibilities.	☐	☐	
15. The candidate has demonstrated effective negotiation skills.	☐	☐	
16. The candidate has demonstrated effective organisation and planning skills.	☐	☐	
17. The candidate has effectively demonstrated administrative support skills.	☐	☐	
18. The candidate has effectively demonstrated active listening skills.	☐	☐	
19. The candidate has effectively demonstrated interpersonal skills in: • questioning • informing • listening • discussing	☐	☐	
20. The candidate has organised equipment, materials, and resources for out of class activities.	☐	☐	
21. The candidate has participated in a WHS/OHS meeting. (Can be during the induction process)	☐	☐	

SUPERVISOR'S OVERALL COMMENTS: (Provide as much detail as necessary.)

--

Supervisor/Observer Declaration
(To be completed by supervisor)

By affixing my signature below I declare that I have provided a true and accurate account of the student's performance in completing the above tasks.

Supervisor Name:

Supervisor Signature:

Date Completed:

Supervisor's contact details (phone and email are both required):

Contact phone:

Email address:

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
Quantity	Evidence	Check when complete	
PART 1			
Step 1		<i>Supplementary:</i>	
		<i>Job description for teacher aides</i>	☐
		<i>Industrial award that applies to teacher aide (at least one)</i>	☐
		<i>Certified agreement/s relevant to your role</i>	☐
		<i>Guidelines or professional conduct that applies to teacher aides</i>	
Step 2	1	Meeting Minutes: Legislative, Policy and Industrial Requirements	☐
PART 2			
Step 1	1	Observation Declaration Form: Job Role in Action	☐
Step 2	1	Supervisor Feedback Form	☐

PORTFOLIO 3 – STUDENT CASES

The life of a teacher aide is centred around maximising the learning experiences of students by working on their strengths. In this portfolio, you will be asked to interact with students—it is designed to help you gather, interpret, analyse, and synthesise your experiences of providing support to students in school.

Your submissions will primarily be made up of different portfolio documents and specified annexes that will help your assessor to evaluate your experiences at the school. Each submission is meant to answer a specific question being asked for in this Portfolio. You must address every part of the question, however, you will not always be given every piece of detail to include.

This assessment will revolve around **two (2) students** that have different developmental and/or mental health issues. For each student, you will be asked to create and fill out four (4) portfolio sections:

- 1) **Initial Reports**, documents that describe your initial observations of the student as well as the Individual Education Plan assigned to him or her.
- 2) **Daily Anecdotal Records**, detailed documents used for writing down observations and short reflections on student behaviour.
- 3) **Weekly Activity Records**, records of activities done with the student as well as the time spent.
- 4) **Third-Party Observation**, a document that will be verified by your supervising teacher according to your discussion, with them with regards to how you have implemented the strategies to support the students.

All templates that you need to complete for this Portfolio are available below.

IMPORTANT:

Ensure that you will maintain privacy and confidentiality with regards to each student that you are observing, including documenting and recording student information. Use pseudonyms instead of their real names, when referring to the students involved in this assessment. (e.g. Instead of writing the name Julian Andrews, you may refer to the student as “Steve”.) The name you will be using to identify each student must be consistent with all the documents you will be completing throughout the assessments involving them.

All other information such as the student’s age, year level, observed behaviour and similar information must, however, be real.

You may need to acquire approval from your supervising teacher or relevant personnel when obtaining the students’ personal records such as their individual education programs (IEPs) and other supporting documents which may be required from this assessment.

Part I. Initial Reports: Student Profiles

During the course of your vocational placement, it is inevitable that you will be assigned to support different individual students over a period of time. These may be short-term assignments that could last for a few weeks or assignments of a longer duration. Your responsibilities may vary for each student but generally it revolves around maximising their learning according to a pre-set plan devised by the teacher in collaboration with other specialised teaching personnel.

For this part of the assessment, your supervising teacher will be assigning you to **at least two (2) students** who have developmental challenges and/or mental health issues.

This section of the portfolio will walk you through the process of getting to know the students assigned to you by performing assessment and observation tasks during the first few days of your being assigned to the student. Although it is understandable that you may be assigned very specific tasks once you start to be assigned to a student, it is still very important for you to gather information about the two (2) students you are supporting. You will also be asked to formalise what you have learned by writing a profile for each student.

Task

Your task is to write two (2) **Student Profiles (500-750 words each)** for each of the two (2) students that you will be supporting in school. To complete this task, you will be following specific steps that will not only fortify the outcome for your report, but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1:

1. Observe at least two (2) students assigned to you for the duration of the allotted time you were given in a week. For example, if you are allotted 2 hours to work with a student during one week, then your observation period will be for 2 hours. During this observation you **must** gather the following information:
 - a. What the child can and cannot do in terms of physical development
 - b. What the child can and cannot do in terms of language development
 - c. What the child can and cannot do in terms of cognitive development
 - d. What the child can and cannot do in terms of emotional development
 - e. What the child can and cannot do in terms of social development
2. Complete a **Student Profile Observation Matrix** for *each* of the two (2) students. Access it from **Portfolio 3 folder** of [Education Support Templates](#) included with this workbook. The matrix is made up of the following columns:
 - a. Sampled Behaviour
Guidance: Recorded behaviour must be observed and not just an assumption or interpretation.
 - b. Initial Interpretation of the Behaviour
 - c. Approximate Developmental Age
3. Provide an **accurate** description of the behaviours shown by each student, being careful to note only those that have you observed during the assigned time period. Record as many behaviours as you can, then assess the approximate developmental age for each behaviour to complete your matrix.

You must fill out at least **three (3) observations from each Developmental Domain** but having more observations will help you more in the next sections of this Portfolio.

At the end of this step, you should have completed **two (2) sets of Student Profile Observation matrices**, one for each student that was assigned to you.

The two (2) sets of Student Profile Observation matrices will be submitted to your assessor as part of this portfolio.

If submitting scanned copies of the completed documents, collate these in separate folders using the following filenames:

- For Student 1: Portfolio 3-Part1-SPO1
- For Student 2: Portfolio 3-Part1-SPO2

Guidance: You may note down your observations on a separate notebook before completing the matrix. This is to give yourself a bit of flexibility when noting down your observations.

Student Profile Observation Matrix		
Student Name:		
Physical Domain		
Behaviour Sample <i>Provide at least three (3) observations.</i>	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Observation Matrix		
Student Name:		
Cognitive Domain		
Behaviour Sample <i>Provide at least three (3) observations.</i>	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Observation Matrix		
Student Name:		
Language Domain		
Behaviour Sample <i>Provide at least three (3) observations.</i>	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Observation Matrix		
Student Name:		
Social Domain		
Behaviour Sample <i>Provide at least three (3) observations.</i>	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Observation Matrix		
Student Name:		
Emotional Domain		
Behaviour Sample <i>Provide at least three (3) observations.</i>	Interpretation (Identified Special Needs)	Approximate Developmental Age

Step 2:

1. Ask your supervising teacher for any portfolio documentation that they could share with you regarding *each* of the two (2) students assigned to you. You must obtain copies of **at least three (3) kinds of portfolio documentation** from the following:
 - a. Individual Education Plans (required)
 - b. Forms, records, inventories, checklists, and surveys made of the student
 - c. Assessment documents completed by student (e.g. quizzes, exams)
 - d. Artwork and other creative products (e.g. finger paintings, colouring books)
 - e. Other observation reports or student documents recorded within the past 3 months
2. For each documentation, note down the developmental milestones as given by:
 - a. What the child can and cannot do in terms of physical development
 - b. What the child can and cannot do in terms of language development
 - c. What the child can and cannot do in terms of cognitive development
 - d. What the child can and cannot do in terms of emotional development
 - e. What the child can and cannot do in terms of social development
3. Complete a **Student Profile Portfolio Matrix** for *each* student. Access this from **Portfolio 3 folder** of **Education Support Templates** included with this workbook. The matrix is made up of the following columns:
 - a. Type of Documentation
 - b. Description from Documentation
 - c. Interpretation
 - d. Approximate Developmental Age
4. You must provide an accurate description of the documentation shown of each student, being careful to note only what is current, i.e. within 3 months. Complete as much documentation as you can then assess the approximate developmental age for each to complete your matrix. You must use **at least three (3) kinds of documentation for each developmental domain**, but the more documentation you have, the more it will help you in the succeeding sections of this assessment.

At the end of this step, you should have completed **two (2) sets of Student Profile Portfolio matrices**, one for each student that was assigned to you.

The two (2) sets of Student Profile Portfolio matrices will be submitted to your assessor as part of this portfolio.

If submitting scanned copies of the completed documents, collate these in separate folders using the following filenames:

- For Student 1: Portfolio 3-Part1-SPM1
- For Student 2 – Portfolio 3-Part1-SPM2

Guidance: You may note down your reflections and analyses on a separate notebook before completing the matrix. This is so you'll have a bit of flexibility when noting down your descriptions.

Student Profile Portfolio Matrix			
Student Name:			
Physical Domain			
Type of Document <i>Provide at least three (3) documents.</i>	Description from Documentation	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Portfolio Matrix			
Student Name:			
Cognitive Domain			
Type of Document <i>Provide at least three (3) documents.</i>	Description from Documentation	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Portfolio Matrix			
Student Name:			
Language Domain			
Type of Document <i>Provide at least three (3) documents.</i>	Description from Documentation	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Portfolio Matrix

Student Name:

Social Domain

Type of Document <i>Provide at least three (3) documents.</i>	Description from Documentation	Interpretation (Identified Special Needs)	Approximate Developmental Age

Student Profile Portfolio Matrix

Student Name:

Emotional Domain

Type of Document <i>Provide at least three (3) documents.</i>	Description from Documentation	Interpretation (Identified Special Needs)	Approximate Developmental Age

Part II. Daily Anecdotal Records: Observations

As a teacher aide assigned to work with specific students over a given time allocation per week, it is important that you maintain clear, consistent, and complete records of student activities and behaviour. The records that you maintain will be crucial for seamlessly adapting content and instruction to the needs of students, at the most appropriate instances. These records also provide robust data for the teacher and for other education specialists to base their work on.

Task

Your task is to complete at least **four (4) Anecdotal Records for each of the two (2) students** you are assigned to support over a period of time. To complete this task, you will be following specific steps that will not only fortify the outcome for your report but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1:

As you will be assigned to at least two (2) students through the course of your vocational placement, you will be allotted a specific number of hours each week to support them during class days. This will be an ample time for you to write down at least **four (4) Anecdotal Records** for each student assigned to you.

You are advised to use the template that the school uses for Anecdotal Records or Child Observation Records but make sure that the record must have the following information per observation or incident:

- a. Child Basic Information: Name (use a pseudonym), Age, Class/Year Level, Assigned Teacher
Guidance: Use the same pseudonym for the child, however, the age must be the child's correct age, including the class/year level.
- b. Observation Basic Information: Date and Time of Observation
- c. Details of the Observation
- d. Interpretation and Notes About the Observation
- e. Signature of the supervising teacher

If the school does not have a formal template for Anecdotal Records, you may use the **Anecdotal Record Template** provided as long as each incident or observation is signed off by your supervising teacher or related personnel. Access this from **Portfolio 3 folder** of [Education Support Templates](#) included with this workbook.

At the end of this step, you must have completed **eight (8) Anecdotal Records**, four (4) for each student that was assigned to you.

Submit the eight (8) Anecdotal Records as part of this portfolio to your assessor.

If submitting scanned copies of the completed documents, collate these in separate folders using the following filenames:

- For Student 1: Portfolio 3-Part2-AR1
- For Student 2 – Portfolio 3-Part2-AR2

Guidance: You may note down your observations on a separate notebook before completing the anecdotal record. This is so you'll have a bit of flexibility when noting down your observations.

Anecdotal Record	
10/1/2023	Observed child playing independently with blocks for 15 minutes.
10/2/2023	Child showed interest in reading books when read to by an adult.
10/3/2023	Child successfully completed a simple puzzle with assistance.
10/4/2023	Child engaged in imaginative play with dolls and a toy kitchen.
10/5/2023	Child demonstrated basic counting skills (1-5) during a game.
10/6/2023	Child showed signs of separation anxiety when parent left the room.
10/7/2023	Child participated in a group activity and shared a toy.
10/8/2023	Child showed interest in outdoor play and climbing.
10/9/2023	Child demonstrated fine motor skills by using scissors to cut paper.
10/10/2023	Child showed signs of fatigue and irritability after a long day.

Student Name: _____

Age: _____

Class:

Date of Observation:

Time of Observation:

Observed by:

Observation Details									
---------------------	--	--	--	--	--	--	--	--	--

Details of your observation: (Be as accurate and specific as possible)

Interpretation and notes about your observation.
--

Supervising Teacher (printed name & signature): _____

Date Checked: Click or tap to enter a date.

Step 2:

1. After completing at least eight (8) Anecdotal Records, gather insights from *each* of the two (2) students assigned to you. Analyse the behaviours recorded in the Anecdotal Records in terms of frequency, intensity, and duration. You must use the first page of the **Behaviour Tracking Matrix** and complete the information for the following columns:
 - a. Date/Time
 - b. Behaviour Description
 - c. Frequency Rating
 - d. Intensity Rating
 - e. Duration Rating
 - f. Notes (Area of Concern, Candidate Factors, Support Required)

Access the template from **Portfolio 3 folder** of **Education Support Templates** included with this workbook.

2. Make detailed descriptions of all the behaviours added to the matrix and identify any contributing environmental factors that may have caused the behaviour to surface. Remember to give specific suggestions when detailing your support strategy for each behaviour.

For the Notes column, you must write down the area of concern, the factors that may contribute to the issue, and the support that may be required for each behaviour.

3. Write down your insights on the second page of each of the Behaviour Tracking matrices you made for each student. These insights will be used for your discussion with the supervising teacher in Step 3.

At the end of this step, you must have completed **two (2) Behaviour Tracking matrices**, one for each student that was assigned to you.

The two (2) Behaviour Tracking matrices will be submitted to your assessor as part of this portfolio.

If submitting scanned copies of the completed documents, collate these in separate folders using the following filenames:

- For Student 1: Portfolio 3-Part2-BTM1
- For Student 2 – Portfolio 3-Part2-BTM2

Guidance: You may note down your reflections and analyses on a separate notebook before completing the matrix. This is so you'll have a bit of flexibility when noting down your descriptions.

Behaviour Tracking Matrix					
Student Name:					
Date/Time	Behaviour	Frequency Rating	Intensity Rating	Duration Rating	Notes (Areas of Concern, Candidate Factors, Support Required)

Behaviour Tracking Matrix	
Insights about the student's behaviour	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Step 3:

1. Schedule a time for consultation with your supervising teacher regarding the recorded behaviour of the two (2) students you are assigned to. Using the Behaviour Tracking matrices, you **must** discuss the following topics for each of the two (2) students assigned to you:
 - a. A summary of your analysis of the student behaviour
 - b. Areas of concern and issues with behaviour. You must:
 - i. Report concerns about a child's physical development
 - ii. Report concerns about a child's social and/or emotional development
 - iii. Report concerns about a child's cognitive and/or language development
 - c. Behaviours requiring support
 - d. Suggested positive reinforcement techniques, and verbal and non-verbal communication strategies
 - e. Suggested support strategies and proposed solutions in consultation with your supervising teacher.
2. Consult with your supervisor to help decide whether to involve other staff or not, and the kind of involvement that is needed.
3. Take note of the suggestions made by your supervising teacher concerning your proposed solutions to address each area of concern. If possible, you must also be able to negotiate your position and come up with even better strategies in collaboration with the supervising teacher.

At the end of the discussion, you and your supervising teacher must ensure to:

- a. Agree on the specific strategies and solutions that will adapt the levels of support required and provided and address the areas of concern
 - b. Agree on whether to involve other staff for supported intervention
4. Make notes of the topics which were discussed then complete the relevant fields in the **Observer Declaration Form: Anecdotal Record**. Access this from **Portfolio 3 folder** of [Education Support Templates](#) included with this workbook. You must complete the following fields:
 - a. Describe how you reported concerns about the student's physical, cognitive, language, social, and emotional development to your supervising teacher in accordance to the school/centre policy procedures.
 - b. Describe at least three (3) of the areas of concern or issues found regarding student behaviour.

- c. Describe at least three (3) of the support strategies and proposed solutions that you and your supervising teacher have agreed on.
 - d. Explain your reasons for involving or not involving other staff for supporting intervention for the student.
5. At the end of this step, you must have completed **two (2) Observer Declaration Forms: Anecdotal Records**, one (1) for each student that was assigned to you. This means that you must have consulted with your supervising teacher **twice**: at least once for each student.
- The two (2) Observation Forms: Anecdotal Records will be submitted to your assessor as part of this portfolio.

If submitting scanned copies of the completed documents, save them using the following filenames:

- For Student 1: Portfolio 3-Part2-OFAR1
- For Student 2 – Portfolio 3-Part2-OFAR2

Observer Declaration Form: Anecdotal Record

Instruction for Supervisors

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page. Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling on the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance.

Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Discussion Notes		
Date of discussion:		
Name of student observed:		
This section will be completed by the candidate:		Supervisor Initial:
1. Describe how you reported concerns about the student's physical development to your supervising teacher in accordance with the school/centre policy and procedures. <i>Guidance: Describe concerns as appropriate to the developmental domain. If there are no concerns for a particular domain, just state it on your description. Cite the school/centre policy or procedure that you followed. Be as detailed as possible.</i>		Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments: 		
2. Describe how you reported concerns about the student's social and emotional development to your supervising teacher in accordance with the school/centre policy and procedures. <i>Guidance: Describe concerns as appropriate to the developmental domain. If there are no concerns for a particular domain, just state it on your description. Cite the school/centre policy or procedure that you followed. Be as detailed as possible.</i>		Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____

Comments:	
3. Describe how you reported concerns about the student's cognitive and language development to your supervising teacher in accordance with the school/centre policy and procedures. <i>Guidance: Describe concerns as appropriate to the developmental domain. If there are no concerns for a particular domain, just state it on your description. Cite the school/centre policy or procedure that you followed. Be as detailed as possible.</i>	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	
4. Describe how: a. You communicated the issues to the supervising teacher. b. You negotiated solutions in a clear and appropriate manner. <i>Guidance: Be as specific as you can. Give examples if these will clarify your descriptions further. Describe how you used data-gathering tools like the Behaviour Tracking Matrix to communicate with the supervising teacher.</i> a. b.	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	

5. Describe how you discussed and went about planning and solving issues about the behaviour of the student. <i>Guidance: Be as specific as you can. Give examples if these will clarify your descriptions further. Describe the how you discussed the assessment needs of the students, the strategies on how to address the needs, and the plan to address the needs.</i>	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	
6. Explain at least two (2) reasons for involving or not involving other staff to give supporting intervention for the student. <i>Guidance: Be as specific as you can. Give examples if these will clarify your descriptions further.</i>	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	
Observer Declaration	
By affixing my signature below I declare that the candidate: _____ Candidate Name Scheduled a discussion with me on: Date: Click or tap to enter a date. Time: And discussed the topics that were stated above.	
Observer's Name:	Signature:

Date:	Click or tap to enter a date.	
Observer Details		
Phone Number:		Email Address:
Observer Qualifications:		
Observer Comments (optional feedback to student):		

Step 4:

1. Find a time when you can have a small talk or chat with the two (2) students you are assigned with. Get to know more about their areas of interests or topics that they like talking about. Ensure that you follow the school's policies and procedures regarding having conversations with the students, especially for the purpose of this assessment.

Under the last column of the Behavioural Planning Sheet of *each* of the two (2) students, provide the following information:

- Topics that the student favours as basis for more relatable conversations (at least two topics for each student)

2. Schedule a time for consultation with your supervising teacher. Discuss and plan how to address at least one (1) behavioural concern you have identified for each of the two (2) students assigned to you. This means you'll be discussing two (2) behavioural concerns, one for each student.

For this consultation, you must discuss the following:

- a. Expectations for student behaviour in consultation with supervisor and in line with work role
- b. Positive reinforcement strategies that may help address the problematic behaviour
- c. Verbal & non-verbal communication strategies to acknowledge responsible behaviour (at least two (2) verbal and two (2) non-verbal communication strategies)
- d. Active listening techniques that will help support the student (at least two (2) strategies)
- e. Areas of interests of each student (according to the student's responses)
- f. Strategies for exploring the student's interests (at least two (2) strategies)

Guidance: Provide your response under the last column of the Behaviour Planning Sheet.

There might be more strategies that will come up during your discussion with the teacher. Include this in your document as these may come in handy when implementing the strategies in line with the Weekly Activity Records.

3. Complete the **Behaviour Planning Sheet for two (2) students** based on what was discussed during your consultation. You will use this planning sheet as a guide to address the behaviour. Access this from **Portfolio 3 folder** of **Education Support Templates** included with this workbook.

You will submit these to your assessor as part of this portfolio.

Behaviour Planning Sheet

Name of Student:

Date of Discussion: Click or tap to enter a date.

Supervising Teacher (printed name and signature): _____

Expectations of Behaviour for the Student:

Behaviour for Intervention	Positive Reinforcement Strategies and Positive Support Techniques	Verbal & Non-Verbal Communication Strategies	Active Listening Techniques

Examples of Student Interests	Strategies for Exploring These Interests

Step 5:

1. Apply the strategies that were planned on the two (2) Behaviour Planning Sheets, through any curriculum activity or educational program that will be implemented in class.
2. Have your supervising teacher **initial the columns** for **Positive Reinforcement Strategies and Positive Support Techniques, Verbal and Non-Verbal Strategies, Active Listening Techniques, and Strategies for Exploring These Interests** on the Behaviour Planning Sheets. This is to verify that you have used the strategies and that the supervising teacher has seen that they are appropriate for the developmental domain being discussed. The entries on the Behaviour Sheet **must also correspond** to entries in the *Weekly Activity Record*.

It is understandable that the strategies may need more time to implement but just be sure to record your activities for the new week using a Weekly Activity Record.

Note: Just complete a Weekly Activity Record for the said week like any other week.

Guidance: You may note down your reflections and analyses on a separate notebook before completing the matrix. This is so you'll have a bit of flexibility when noting down your descriptions.

If submitting scanned copies of the completed Behaviour Planning Sheets, save them using the following filenames:

- For Student 1: Portfolio 3-Part2-BPS1
- For Student 2 – Portfolio 3-Part2-BPS2

Part III. Weekly Activity Records

Where Anecdotal Records are primarily used for recording observations and reflections about student behaviour, **Weekly Activity Records** are used by centres and schools to record activities and behaviour support strategies you implement with specific students on a weekly basis. This is a running record that is filled up in conjunction with the Anecdotal Record, and both are used to supplement future support and intervention for students.

Task

Your task is to complete **at least six (6) Weekly Activity Records** for the duration of your stay at your assigned vocational placement. To complete this task, you will be following specific steps that will not only fortify the outcome for your student reports but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1:

1. Complete one Weekly Activity Record for every week, during the course of your vocational placement. You may use the official template used by the school, or you may use the **Weekly Activity Record Template**. Access this from **Portfolio 3 folder Education Support Templates** included with this workbook.

The first page of the template contains the following columns:

- a. Date of Activity
- b. Time of Activity
- c. Description of Activity
- d. Student/s Interacted With
- e. Behavioural Notes
- f. No. of Hours Spent (with the student)

School policies and procedures may vary but it is expected that you will be filling out the Weekly Activity Record on a daily basis, according to the support activities you accomplished during the day.

Guidance: You may print out more sheets of the Weekly Activity Record as long as each set submitted have the same start and end date, and week number.

2. The Weekly Activity Report *must* include activities and time spent with the two (2) students assigned to you, but any activity involving you in any kind of supportive role in the school may be included. This means that you *must* also record any activity or support you did even with other students in the school.
3. Complete **at least six (6) Weekly Activity Records** for your assigned students during the course of your vocational placement.

Submit these to your assessor as part of this portfolio.

If submitting scanned copies of the completed documents, collate them in a folder using the filename: Portfolio 3-Part3-WeeklyRecord

Guidance: On any instance that your vocational placement may exceed the six week period, you must submit a number of Weekly Activity Records which are equivalent to the number of weeks you have actually worked in the vocational placement centre.

Weekly Activity Record

From Start Date: Click or tap to enter a date. **to End Date:** Click or tap to enter a date.

Week No.

I declare that I have reviewed the Weekly Activity Record and that this document abides by the school/centre's policies and procedures.

Supervising Teacher (print name and sign):

Activity Date	Activity Time	Description of Activity	Student/s Interacted With	Behavioural Notes and Student Responses	Hours Spent

Step 2:

*Guidance: Before proceeding to this step, **you must have already completed at least two (2) Weekly Activity Records over the course of 2 weeks.** This is to ensure that you've already familiarised yourself with the school policies and procedures, the general strategies used in the school, and most of all, the general behaviour of the students.*

1. Schedule a consultation with your supervising teacher to discuss at least two (2) Weekly Activity Records that you have already accomplished.

In this consultation you must:

- a. Offer feedback to the supervisor regarding the documented observations from the Weekly Activity Record.
- b. Identify students that may have developmental concerns in any one or any combination of the five developmental domains, more specifically:
 - At least one (1) student that may have a developmental issue or concern in the physical domain.
 - At least one (1) student that may have a developmental issue or concern in the social and/or emotional domain.
 - At least one (1) student that may have a developmental issue or concern in the language and/or cognitive domain.

*Guidance: The identified developmental issues or concerns may all be observed in one student, but you must consult any developmental issue or concern for **both** students.*

- c. For each student that was identified (if identified separately), consult with your supervising teacher about the different strategies, materials, and resources that could be used to support the developmental domain they have an issue or concern with. You must:
 - For at least one (1) student that has a concern with the physical domain, list strategies, materials, and resources that could be used to support the student.
 - For at least one (1) student that has a concern with the social and/or emotional domain, list strategies, materials, and resources that could be used to support the student.
 - For at least one (1) student that has a concern with the language and/or cognitive domain, list strategies, materials, and resources that could be used to support the student.

Guidance: List all the strategies, materials, and resources that will be recommended during your consultation with your supervising teacher.

2. Complete the **Activity Planning Sheet** based on what was discussed during your consultation. Access this from **Portfolio 3 folder** of **Education Support Templates** included with this workbook. You will use this Activity Planning Sheet for next week's activities. Have your supervising teacher **initial each of the columns** on the Activity Planning Sheet.

You should submit **all three (3)** Activity Planning Sheets for either **one** or **both students** at the end of this Portfolio.

If submitting scanned copies of the documents, collate them in a folder using the filename: Portfolio 3-Part3-APS.

***Note:** Fill out only the last column after you have implemented and utilised the strategies, materials, and resources during an activity involving the students.*

Activity Planning Sheet: Physical Domain

Name of Student:

Date of Discussion: Click or tap to enter a date.

Supervising Teacher (printed name and signature):

Behaviour for Intervention	Strategies	Resources	Materials	Outcome Behaviour and Student Response

Activity Planning Sheet: Social and/or Emotional Domain

Name of Student:

Date of Discussion: Click or tap to enter a date.

Supervising Teacher (printed name and signature):

Behaviour for Intervention	Strategies	Resources	Materials	Outcome Behaviour and Student Response

Activity Planning Sheet: Language and/or Cognitive Domain

Name of Student:

Date of Discussion: Click or tap to enter a date.

Supervising Teacher (printed name and signature):

Behaviour for Intervention	Strategies	Resources	Materials	Outcome Behaviour and Student Response

Step 3:

1. Implement the strategies and use the materials and resources that were proposed in the three (3) Activity Planning Sheets for the following week.
2. Have your supervising teacher **initial each of the columns** on the Activity Planning Sheets to show that you have applied the strategies, and that the supervising teacher has seen that those are appropriate for the developmental domain being discussed. The entries on the Activity Planning Sheet **must also correspond** to entries in the Weekly Activity Record.

It is understandable that the strategies may need more time to implement but just be sure to record your activities for the new week using a Weekly Activity Record.

Note: Just complete a Weekly Activity Record for the said week like any other week.

3. When implementing the strategies from your Activity Planning Sheet, ensure that:
 - a. Safe, supportive, and equitable practices have been used during implementation
 - b. The strategies are appropriate to the development stage and needs of the student
 - c. The strategies, materials and resources are used according to the school's policies and procedures
 - d. Appropriate communication styles and language have been employed. Ensure that this is appropriate for responding to the student's behaviour.
4. Referring back to the Activity Planning Sheet, complete the column for **Outcome Behaviour and Student Response** based on how the student/s with concerns in the physical, language and/or cognitive, and social and/or emotional domains have responded. For each developmental domain you must ask yourself the following questions:
 - a. How did the student behave after the intervention?
Did his or her behaviour change for the better?
 - b. How did the student respond? Was it a positive, negative, or neutral response?

5. To complete this step, you must have **completed the column for Outcome Behaviour and Students Response** for the **three (3) Activity Planning Sheets** (Physical, Language/Cognitive, & Social/Emotional) for the week after the Weekly Activity Record you've chosen.

Guidance: You may note down your reflections and analyses on a separate notebook before completing the matrix. This is so you'll have a bit of flexibility when noting down your descriptions.

Activity Planning Sheet

Name of Student:

Date of Discussion: Click or tap to enter a date.

Supervising Teacher (printed name and signature): _____

Behaviour for Intervention	Strategy	Resource	Material	Outcome Behaviour and Student Response

Step 4:

1. After implementing the strategies that were on the three (3) Activity Planning Sheets for each student, schedule a consultation with your supervising teacher to review your performance of the support strategies. Include also in your discussion how you have implemented the other support strategies pertaining to the behaviour of each student.

You must discuss the following with your supervising teacher:

- a. How safe, supportive, and equitable practices were performed during the implementation of the strategies.
 - b. How the performed practices were appropriate to the developmental stage and needs of the students.
 - c. How you have guided behaviour while using positive support techniques for students' behaviours.
2. Complete the **Observer Declaration Form: Activity Planning Sheet** based on your consultation with your supervising teacher. Access this from **Portfolio 3 folder** of **Education Support Templates** included with this workbook.

If submitting a scanned copy of the completed document, save it using the following filenames: Portfolio 3-Part3-OFAPS

Observer Declaration Form: Activity Planning Sheet

Instruction for Supervisors

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page. Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance. Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Discussion Notes	
Date of discussion:	
This section will be completed by the candidate:	Supervisor Initial:
1. Describe how you used safe practices to implement the strategies from the Activity Planning Sheet and how they are appropriate to the needs of the student. Identify these practices based on the Activity Planning Sheet. <i>Guidance: It is helpful to refer to the practices you implemented using both the Activity Planning Sheet and the Weekly Activity Record.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
2. Describe how you used supportive practices to implement the strategies from the Activity Planning Sheet and how they are appropriate to the needs of the student. Identify these practices based on the Activity Planning Sheet. <i>Guidance: It is helpful to refer to the practices you implemented using both the Activity Planning Sheet and the Weekly Activity Record.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
3. Describe how you used equitable practices to implement the strategies from the Activity Planning Sheet and how they are appropriate to the needs of the student. Identify these practices based on the Activity Planning Sheet. <i>Guidance: It is helpful to refer to the practices you implemented using both the Activity Planning Sheet and the Weekly Activity Record.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

4. Describe how you have guided the behaviour of each of the two (2) students through positive support techniques. <i>Guidance: It is helpful to refer to the techniques and strategies you implemented, and the outcome/responses of the students using both the Activity Planning Sheet and the Weekly Activity Record.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
5. Describe the effectiveness of the personalised support plans that you have implemented with the students you have supported. <i>Guidance: It is helpful to refer outcome/responses of the students using both the Activity Planning Sheet and the Weekly Activity Record.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

Observer Declaration

By affixing my signature below I declare that the candidate:

Candidate Name

Scheduled a discussion with me on:

Date: Click or tap to enter a date. Time:

And discussed the topics that were stated above.

Observer's Name:

Signature:

Date:

Click or tap to enter a date.

Observer Details

Phone Number:

Email Address:

Observer Qualifications:

Observer Comments (optional feedback to student):

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
	Quantity	Evidence	Check when complete ⇨
PART 1			
Step 1	10	Student Profile Observation Matrix	
	2	• Physical Domain (1 for each student)	☐
	2	• Cognitive Domain (1 for each student)	☐
	2	• Language Domain (1 for each student)	☐
	2	• Social Domain (1 for each student)	☐
	2	• Emotional Domain (1 for each student)	☐
Step 2	10	Student Profile Portfolio Matrix	
	2	• Physical Domain (1 for each student)	☐
	2	• Cognitive Domain (1 for each student)	☐
	2	• Language Domain (1 for each student)	☐
	2	• Social Domain (1 for each student)	☐
	2	• Emotional Domain (1 for each student)	☐
PART 2			
Step 1	8	Anecdotal Records	☐
	4 for each student		
Step 2	2	Behaviour Tracking Matrix	☐
	1 for each student		
Step 3	2	Observer Declaration Form: Anecdotal Record	☐
	1 for each student		
Step 4 & 5	2	Behaviour Planning Sheet	☐
	1 for each student		

PART 3			
Step 1	6	Weekly Activity Record	☐
Step 2 & 3	3	Activity Planning Sheet	
	1	• Physical Domain	☐
	1	• Social/Emotional Domain	☐
	1	• Cognitive/Language Domain	☐
Step 4	1	Observer Declaration Form: Activity Planning Sheet	☐

PORTFOLIO 4 – LITERACY PROGRAM

Aside from adapting scheduled activities and materials to the needs of students, it is also important to be able to see the big picture of educational programs being implemented in school. This portfolio will guide you towards learning experiences that will help in understanding this more and equip with you the skills needed to fulfil the same role in the school environment.

This Portfolio will be a collection of documents meant to gauge your knowledge and skills in supporting educational programs in school, most specifically for supporting language and literacy programs.

Your submissions will primarily be made up of summary templates and transcripts that will help your assessor check your competence for skills in this qualification. Each submission will be a detailed and written summary of an answer to a specific question being asked for in this Portfolio. You must address every part of the question, however, you will not always be given every piece of detail to include.

This assessment will be made up of 3 parts:

- 1) **Planning and Preparation** – Focusing on submissions that will reflect on your capacity to help support in the planning and preparation of activities and materials in school specific to literacy programs.
- 2) **Implementation** – Focusing on submissions that will reflect on your capacity to support in the implementation of a literacy program in the school setting.
- 3) **Student Needs** – Focusing on submissions that will reflect on your capacity to observe and identify student needs and support in the implementation of strategies and modification of resources in the school setting.

All templates that you need to complete for this Portfolio are available below.

IMPORTANT:

Ensure that you maintain privacy and confidentiality with regards to each student that you are observing, including documenting and recording student information. Use pseudonyms instead of their real names, when referring to the students involved in this assessment. (e.g. Instead of writing the name Julian Andrews, you may refer to the student as “Steve”.) The name you will be using to identify each student must be consistent with all the documents you will be completing throughout the assessments involving them.

All other information such as the student’s age, year level, observed behaviour and similar information must, however, be real.

You may need to acquire approval from your supervising teacher or relevant personnel when obtaining the students’ personal records such as their individual education programs (IEPs) and other supporting documents which may be required from this assessment.

Part I. Planning and Preparation

Part of your tasks as a teacher aide is to be able to contribute to the planning, preparation and implementation of lesson plans and activities in collaboration with the supervising teacher. Given this, it is important that you are familiar with how educational objectives can be translated into practical teaching and learning activities.

For this part of the assessment, you will be asked to plan and prepare for the implementation of at least two (2) lesson plans for a literacy program. You are not required to develop the lesson plan by yourself but you must give evidence of being able to support your supervising teacher on their development.

Task

For this section of the portfolio you will be asked to complete two documents:

- a. Lesson Inspection Template (Step 1)
- b. Meeting Minutes (Step 2)

To complete these tasks, you will be following specific steps that will not only fortify the outcome of your report but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1:

1. Obtain a copy of each of the following documents:

- A copy of at least two (2) different literacy lesson plans from your supervising teacher
- At least one (1) copy of a curriculum document summarising the policies, procedures, and systems used in your school's literacy program
- The individual education programs (IEPs) of both students (refer to their IEP goals relating to literacy)

Guidance: Have a scanned or photocopied version of these documents and submit together with this portfolio.

If submitting scanned copies of these documents, collate them in a folder using the filename: Portfolio 4-Part1-LitProgDocuments.

2. Complete the **Lesson Inspection Template** after you've obtained the documents. Access this from **Portfolio 4 folder** of **Education Support Templates** included with this workbook. You must complete the following fields on the template:

a. Literacy Programs

- Name of Literacy Programs (at least two)

Guidance: You are to identify at least two (2) literacy programs but the Lesson Inspection Template should focus on just one program. Highlight the program that is to be implemented on the template.

b. Educational Objectives

Guidance: Supply details only for the program that is to be implemented.

- Program Objectives
 - List down at least two (2) objectives that are detailed on the literacy program that your school uses.
- Lesson Plan
 - The title of the lesson plan that you are analysing
- Lesson Outcomes
 - Match each Lesson Outcome with a Program Objective that you listed.
- Explanation
 - Give a short explanation why you matched the Program Objective with that Lesson Outcome.

3. Submit the completed and signed Lesson Inspection Template to your assessor. If submitting a scanned copy of the document, save it using the filename: Portfolio 4-Part1-LIT.

Lesson Inspection Template				
Literacy Programs <i>Guidance: Highlight the program that is to be implemented.</i>			Lesson Plan Title	
Program Objectives		Lesson Outcomes		Explanation
1		1		
2		2		
3		3		
4		4		
5		5		
6		6		
7		7		
8		8		
9		9		
10		10		
Supervising Teacher (signature and printed name): _____				

Step 2:

1. Review and identify the IEP goals for literacy of both students whom you are supporting. The goals that you will identify must be those that are relevant to the literacy program that you will implement.

For example, if the literacy program is related to reading and spelling, you must identify from both IEPs the goals which are linked to these (e.g. increase the reading level of the student at the end of the week, increase the student's ability to spell high frequency sight words).

2. Schedule a discussion with your supervising teacher. During your discussion, you must:

- a. Clarify the requirements and the schedules for classroom routines that need to be implemented for the literacy program.

Guidance: Refer only to the literacy program that you plan to implement.

- b. Clarify the learning goals which need to be addressed in the chosen literacy program.

Guidance: You may want to focus on the short term goals for the student as the results can be easily obtained.

- c. Discuss the teaching strategies that need to be implemented to achieve each student's literacy goals. These strategies will need to be incorporated in the literacy program that you will implement.

Guidance: These strategies can be found already from each student's IEP. You only need to select the strategies relevant to the lesson plan and to the learning goal.

- d. Discuss the structure and guidelines required by the teacher to implement the program.

Guidance: Obtain information on the step-by-step process of how the program/lesson will be implemented in class, and the guidelines relevant to the program.

3. Complete the template **Meeting Minutes: Literacy Program**. Access this from **Portfolio 4 folder** of **Education Support** Templates included with this workbook.

You are only required to have one discussion session with your supervising teacher but you have to identify and specify the literacy goals for **both** students.

4. Have your supervising teacher approve and sign each discussion section of the Meeting Minutes. You will submit this as part of the portfolio.

If submitting a scanned copy of the document, save it using the filename:

Portfolio 4-Part1-MMLiteracy.

Meeting Minutes: Literacy Program	
Date & time of discussion:	
Attendees: (Have them sign their name)	
Meeting Minutes	
1. Requirements for classroom routines that need to be implemented for the literacy program	
2. Schedules for classroom routines that need to be implemented for the literacy program (date and time)	
3. Literacy goals for both students (refer to each students IEP)	
Student Name:	
Year Level:	
Goals:	
Student Name:	
Year Level:	
Goals:	
4. Strategies to achieve each student's IEP goals for literacy	

5. Structure and guidelines of the literacy program

Guidance: Provide a step-by-step outline of each part of the program to be implemented. Briefly describe how each part will be implemented, including the teacher's rules and guidelines for each part. Discuss also how you will incorporate the strategies from each student's IEP.

Part II. Implementing a Literacy Program

After planning and preparing for activities under the literacy program with your supervising teacher, the next step is to jump start it into motion and apply everything into the classroom situation. For this part of the portfolio, you will be asked to show evidence of implementing a literacy program in a class and supporting the supervising teacher. Take into consideration the IEP goals for literacy for each of the two (2) students.

Task

For this section of the portfolio you will be asked to complete the following:

- Observer Declaration Form: Literacy Program Implementation
- Literacy Program Activity Record (1 week)

To complete this task, you will be following specific steps that will not only fortify the outcome for your report but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1:

1. As part of your duties around in school, you will be asked to implement the literacy program according to the school's policies and procedures. This will involve the following activities:
 - Organising and distributing notes and student's work
 - Guiding students about the location and use of relevant materials for planned lessons and activities
 - Providing assistance with general activities
 - Communicating with a range of students to give directions and instructions
 - Interpreting information from written and verbal directions
2. During you're the implementation of the literacy program, you are to ensure the following:
 - Implement classroom routines that you have clarified with the teacher
 - Work within the structure and guidelines set by the teacher
 - Encourage and support the students to become independent and literate learners
 - Employ the strategies from each of the student's IEPs to support the literacy program

3. Complete the **Observer Declaration Form: Literacy Program Implementation** based on the different instances when you have completed each of the needed requirements.

Access this from **Portfolio 4 folder** of **Education Support Templates** included with this workbook.

4. Schedule a discussion with your supervising teacher to verify each of the tasks that you have completed and have them initial on the form.
5. Submit the completed Observer Form to your assessor. If submitting a scanned copy of the document, save it using the filename: Portfolio 4-Part2-OFLitProg.

Observer Declaration Form: Literacy Program Implementation

Instruction for Supervisors

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page.

Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling on the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance.

Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Discussion Notes	
Date of discussion:	
Literacy program implemented:	
This section will be completed by the candidate:	Supervisor Initial:
1. Describe at least one (1) instance when you organised and distributed notes and student's work during the implementation of the literacy program. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can as well as any material that will support your description. In this case, you can share, what notes and what kinds of works were organised and distributed.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
2. Describe at least one (1) instance when you guided students in the use of or the location of materials that will be used for a lesson or activity. You must supply the date when the instance had occurred. Indicate what materials have been used and where were these located. <i>Guidance: Provide as much as detail as you can as well as any material that will support your description.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
3. Describe at least two (2) instances where you provided assistance to general activities in the literacy program. You must supply the dates when the instances had occurred. <i>Guidance: Provide as much as detail as you can as well as any material that will support your description.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

4. Identify and describe at least two (2) instances when you gave clear directions and/or instructions to students during the implementation of the literacy program. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can support your responses. Cite examples of instructions and directions that you have communicated with the students during the implementation of the program.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
5. Describe an instance where you interpreted written and verbal directions. Provide examples of these directions and give your interpretation of these. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can to support your responses.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
6. Describe least two (2) instances where you encouraged and supported students to become independent and literate learners. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can to support your responses. Cite examples of the activities or topics where such support was provided. Specify that the activities had made the child progress in the level of their literacy.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

This section to be verified by the supervisor:	Supervisor Initial:
7. The candidate has implemented classroom routines appropriately, according to the requirements discussed.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

Observer Declaration

By affixing my signature below I declare that the candidate:

Candidate Name

Scheduled a discussion with me on:

Date: Click or tap to enter a date. Time:

And discussed the topics that were stated above.

Observer's Name:		Signature:
Date:	Click or tap to enter a date.	
Observer Details		
Phone Number:	Email Address:	
Observer Qualifications:		
Observer Comments (optional feedback to student):		

Observer Details

Step 2:

1. Complete at least one (1) **Literacy Program Activity Record** containing the following sections for one (1) whole week:
 - a. Date of Activity
 - b. Time of Activity
 - c. Description of Activity
 - d. Student/s Interacted With
 - e. Behavioural Notes (during a literacy program)
 - f. No. of Hours Spent

Access the template from the Appendices section of this workbook.

2. You may notice that this is similar to the Weekly Activity Record for general activities, however, it is important that you specify that this record was done only for activities during the implementation of the literacy program in your school.

To complete this step, you must have already finished **at least one (1) Literacy Program Activity Record** during the course of your vocational placement.

Submit at **least one (1) Literacy Program Activity Record** to your assessor as part of this portfolio. If submitting a scanned copy of the document, save it using the filename: Portfolio 4-Part2-LPAR.

Literacy Program Activity Record

From Start Date: Click or tap to enter a date. to End Date: Click or tap to enter a date.				<i>I declare that I have reviewed the Literacy Program Activity Record and that this document abides by the school's policies and procedures.</i> Supervising Teacher (print name and sign): _____	
Activity Date	Activity Time	Description of Activity	Student/s Interacted With	Behavioural Notes and Student Responses	Hours Spent

Part III. Student Needs

Based on the planning and preparation that you have undertaken in the previous section, you may be required to modify existing resources depending on what is needed for the situation.

For this part of the assessment you will be asked to modify existing materials from the literacy program to accommodate the needs of students. You are not required to create your own materials but you will be asked to develop modifications based on what is needed.

Task

For this section of the portfolio you will be asked to complete the following:

- a. Anecdotal Record Template
- b. Literacy Skills Checklist (to be requested from the supervising teacher)
- c. Literacy Skills Research Template
- d. Meeting Minutes– Literacy Program Template – Identifying Student Needs
- e. Online Research Template
- f. Activity Planning Sheet – Literacy Program
- g. 2 – 3 page reports on Student Observation

To complete this task, you will be following specific steps that will not only fortify the outcome for your report but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1 – Part 1:

1. Observe the two (2) students you are assigned with for the duration of an implementation of a literacy program. You may use your previous observations from these students for this part of the assessment.
2. Record at least two (2) instances of observations for *each* of the two (2) students who are under the literacy program of the school. This means that you must have **four (4) observations** in total.
3. You are advised to use the template that the school uses for Anecdotal Records or Child Observation Records but if no such template is being used, then you can use the **Anecdotal Record Template** provided with this workbook.

*Guidance: You may use the same template you have used for **Portfolio 3 – Student Profiles**.*

Step 1 – Part 2:

1. In addition to the Anecdotal Record, you must obtain a copy of the **Literacy Skills Checklist** (Literacy Indicators) from your school. This is a system used to record and assess the students' abilities in literacy.

You may check the sample of the document from this link:

[Literacy Indicators/Skills Checklist](http://compliantlearningresources.com.au/network/cascade-peak-school/literacy-and-numeracy-skills-checklist/)

(username: learner, password: studyhard)

(<http://compliantlearningresources.com.au/network/cascade-peak-school/literacy-and-numeracy-skills-checklist/>)

Have a printout of this checklist for this part of the assessment. You must have one (1) set of checklist for **each student** you are observing.

Guidance: If the students you are observing have an existing and updated copy of the literacy skills checklist, obtain approval from your supervising teacher on how to access and obtain a copy of these to be used for the assessment.

2. Identify on the checklist the Year level relevant to each student you are observing. From the checklist, determine all the skills that each student is able to do and highlight these with a marker. The highlighted skills should also be relevant to the literacy program being implemented.

Guidance: You may ask assistance on this part from your supervising or classroom teacher to identify what literacy testing has been previously conducted for the student (e.g. running records, NAPLAN, etc.) so that your assessment can be accurate.

You are to submit the two (2) sets of Literacy Skills Checklist together with the students' Anecdotal Records as part of this portfolio.

If submitting scanned copies of the documents, collate them separately in a folder using the following filename:

- For Student 1: Portfolio 4-Part3-AR1
- For Student 2: Portfolio 4-Part3-AR2

Guidance: Each folder should contain two (2) anecdotal records and one (1) literacy skills checklist for each student.

Step 2:

Review the Literacy Skills Checklist that you have for each student. Conduct a short research about the literacy skills—oral language, reading, and writing. Fill out the **Literacy Skills Research** table below with following information:

- Link between oral language, reading, and writing

Guidance: Provide at least two (2) links.

- Skills required for:

- Oral language
- Reading
- Writing

Guidance: Provide at least two (2) skills for each and briefly describe each skill.

- Purposes of oral language, reading and writing for different purposes

Guidance: Provide at least two (2) purposes and provide your own example for each purpose stated.

Guidance: You may backup your report by referencing information from your Learner Guide 2.

Literacy Skills Research

1) Links between oral language, reading and writing:

Provide at least two (2) links.

a.

b.

2) Skills required for oral language:

Provide at least two (2) skills and a brief description of each skill.

a.

b.

3) Skills required for reading:

Provide at least two (2) skills and a brief description of each skill.

a.

b.

4) Skills required for writing:

Provide at least two (2) skills and a brief description of each skill.

a.

b.

5) Uses of oral language, reading and writing for different purposes

Provide at least two (2) purposes and one example for each purpose stated.

Skill	Purposes	Example
Oral language		
Reading		
Writing		

Step 3:

1. Schedule a discussion/meeting with your supervising teacher and another education personnel (i.e. school principal, teacher aide, health specialist assigned to the child, etc.). Based on the your observation notes, report, and the interpretations you made, you must discuss the following points during the meeting for **each** of the students you observed:

- A summary of the issues found based on the anecdotal records
- Identification of student needs based on the issues founds (specify at least two (2) for each student)
- Identification of oral language, reading, and writing processes based from what each student is already able to do (specify at least two processes for each; you may refer to each student's Literacy Skills Checklist)

Guidance: Ask assistance from your supervising teacher so you will be able to identify the specific skill as indicated from the Literacy Skills Checklist under each process (refer also to Learner Guide 2, pp. 26 to 28).

- Strategies from the literacy program that may be used to address any issues found (specify at least two (2) for each student)
- Modifications on the activities, resources, or the environment to address any issues found
- Workplace procedures and new approaches to accommodate individual student requirements
- A plan for collecting more information that could be used to develop activities, materials, and resources to address any issues or needs
 - Identifying and clarifying the purpose and scope of the information required for planning modification
For example, will a one-on-one activity be useful to address the problem, or a class activity?
 - Locating possible internal and external sources of information
 - Determining what key words or phrases could be used to find the information required
 - Determining which search engines or databases can be used to find the information.

2. Complete the **Meeting Minutes: Literacy Program – Identifying Student Needs** template based on what you discussed in this meeting. Access this from **Portfolio 4 folder** of **Education Support** Templates included with this workbook.

Guidance: All the meeting points listed above should be on the meeting minutes or the meeting summary.

You must submit two (2) Meeting Minutes template, with discussion for **each** of the students.

If submitting scanned copies of the documents, save them using the following filename:

- For Student 1: Portfolio 4-Part3-MMNeeds1
- For Student 2: Portfolio 4-Part3- MMNeeds2

Meeting Minutes: Literacy Program – Identifying Student Needs	
Date & time of discussion:	
Name of student being assessed:	
Attendees: (Have them sign their name)	
Meeting Minutes	
1. Summary of the issues found based on the anecdotal records	
2. Identified literacy needs of the student	
3. Identified processes of: a. Oral language - i. - ii. b. Reading - iii. - iv. c. Writing - v. - vi.	
4. Strategies from the literacy program that may be used to address the needs of the student	

5. Planned modifications to: a. existing activities and resources b. classroom environment to address any issues or literacy needs found.
6. Purpose and scope of information required for planning modification, including clarification
7. Identified the following: a. Location of possible internal and external sources of information <i>Provide at least two (2) internal and two (2) external sources.</i> b. Keywords or phrases could be used to find the information required <i>Provide at least five (5) keywords or phrases to be used.</i> c. Search engines or databases that could be used to find the information <i>Provide at least two (2) internal and two (2) external sources.</i>

Step 4 – Part 1:

1. Complete the **Online Research Template**. Access this from **Portfolio 4 folder** of **Education Support Templates** included with this workbook, after you've finished your online research. You must complete the following fields on the template:

- **List of Key Words and Phrases**

- For this section of the template, you must provide the key words and key phrases you plan to use during your online search.

Guidance: Identify at least five (5) key words and phrases. These must be similar with the key words and phrases identified during the discussion with the supervising teacher and personnel in Step 2.

- **Research Content**

- Article Title

- For this section, you must write down the title of the academic article you found (at least five (5) articles)

- Source

- For this section, you must write down the name of the website or database where you found the academic article (at least five (5) websites or databases)

- Hyperlink

- For this section, you must write down the hyperlink to the article page, the website, the database or the actual document of the article you found

- Keywords & Phrases

- For this section, write down the keyword or phrase that you used to find that specific article

- Information Obtained

- For this section, write down the research information you obtained from reading the academic article. Provide a quoted or paraphrased version, or use your own words.
 - The information you obtained must be in line with the purpose and scope that you have clarified during the meeting with your supervising teacher.

2. You are also required to consult with at least two (2) other school staff related to your job role and two (2) other students, preferably from a higher year level class, about the source database and websites that you will be using for your research.

Ask them for suggestions where possible. These could be websites that they often use when researching for instructional materials.

Have them sign their names at the end of the **Online Research Template**. Also ask them to initial on the part where they have provided suggestions.

Online Research Template

List of Key Words and Phrases

Research Content

	Article Title	Source & Author	Hyperlink	Keywords & Phrases	Information Obtained and Downloaded
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					

12.					
Consultants:					

Step 4 – Part 2:

After obtaining the information you need and completing the Online Research Template, fill out the **Information Check Template** provided at the Appendices section. Using this template, complete the following sections for each of the academic articles or content that you obtained:

- Sufficiency – Provide a description that shows how sufficient the content you obtained is for the research task.
- Currency – Provide the date of authorship of the academic article or content you obtained.
- Accuracy – Provide a description that shows how accurate the academic article is based on the source.

Following the template are questions that will document your competency in the research that you have conducted. Have your teacher sign off your responses to the questions.

Submit the completed documents to your assessor. If submitting scanned copies of the documents, save them using the following filenames:

- Online Research Template: Portfolio 4-Part3-ORT
- Information Check Template: Portfolio 4-Part3-ICT

Information Check Template			
Article Title	Sufficiency (description)	Currency (date)	Accuracy (description)
Answer the following questions:			
1. Identify the literacy skills you have used when conducting the research. Briefly describe how you have read and analysed the research requirements.			
2. Identify the a) logic and b) research skills you have used to identify key words and key phrases for research. Briefly describe how you employed the skills that you have specified.			
3. Outline the legal and ethical requirements relating to copyright and protection of information that you have followed when conducting your online research. <i>Guidance: You may also refer to the protocols that your school has regarding access of online information.</i>			
4. Identify at least two (2) basic functions and two (2) basic features of the computer you have utilised by using system information. <i>Guidance: Identify the basic functions and basic features of the computer (i.e. memory, operating system, processor, etc.) you have used in school.</i>			

Step 5:

1. Schedule a discussion with your supervising teacher and another education personnel. Based on the new research you have conducted, you must discuss with them the following:
 - In collaboration with the teacher and education personnel, formulate **at least three (3) oral reading, reading, and writing strategies** that will be used to address the needs of the two (2) students separately.
 - Identify at least one (1) section of the literacy program where **each** strategy applies.
 - Identify at least one (1) lesson plan where the strategy will apply.
 - The schedule by which the strategies will be implemented in the classroom
 - Any modifications to the strategies are listed and the reasons to the modifications are identified and described
 - Literacy conventions and processes that need to be highlighted for each strategy
2. Complete a **Activity Planning Sheet: Literacy Program**, during your discussion, which includes the following sections:
 - Behaviours or issues that need to be addressed
 - At least three (3) strategies that will address the behaviours
 - At least three (3) resources that are to be selected and modified as a result of implementing the three strategies
Guidance: Include the literacy conventions and processes to be used.
 - Any modifications to the strategies should they be needed
 - The lesson plan and part of the literacy program being addressed
 - Schedule of strategy to be implemented
Guidance: The Student Feedback and Response Section (Sheet) must be left blank at this point.
3. There must be two (2) completed Literacy Program Activity Planning Sheet, one (1) for **each** student. Have your supervising teacher sign off Sheet 1 of this document.

Activity Planning Sheet: Literacy Program

Name of Student:

Date of Discussion: Click or tap to enter a date.

Supervising Teacher (printed name and signature): _____

Behaviour	Strategy	Resources	Modifications	Lesson Plan or Literacy Program	Schedule of Strategy

Sheet 1

Step 6:

1. **Implement** the strategies that were discussed in Step 4, according to the schedule that was planned, in collaboration with your supervising teacher. Ensure that you work within the structure and guidelines of the program as directed by the teacher.
2. Complete the Student Feedback and Response (Sheet 2) on the **Activity Planning Sheet: Literacy Program template** then have your supervising teacher affix his or her signature on the date to verify that you applied the strategy.

Consider the following during your implementation of the program:

- The behaviour and strategy must be based from Sheet 1 of the Activity Planning Sheet: Literacy Program template
- The student's responses and feedback in terms of:
 - Behavioural response
 - Vocal response
 - Progress in the activities
- Your planned modifications to the strategy based on the responses and feedback. These should include the following for each behaviour and strategy listed:
 - Type of material
 - Duration
 - Frequency
 - Intensity

There must be two (2) completed Literacy Program Activity Planning Sheet, one (1) for **each** student.

If submitting scanned copies of the documents, save them using the following filenames:

- For Student 1: Portfolio 4-Part3-LPAS1
- For Student 2: Portfolio 4-Part3-LPAS2

Activity Planning Sheet: Literacy Program

Student Feedback and Response Section

Date of Discussion: Click or tap to enter a date.

Supervising Teacher (printed name and signature): _____

Behaviour	Strategy	Date Implemented	Student Response and Feedback	Planned modifications to strategy based on response and feedback

Sheet 2

Step 7:

1. Write a short **two to three-page reports** (300-500 words) for *each* of the two (2) students that you have observed and worked with. Summarise the strategies that you implemented to support the literacy needs of the students, and their response to the strategies.

Schools may have their own format for writing case conferences and reviews but you must ensure that the following information is provided:

- Observations of the student
- Identified needs of the student
- Strategies implemented to help support the student
- Student feedback and response
 - Provide feedback about student progress and response to strategies to your supervising teacher
 - Provide your evaluation of student progress based on what you have observed so far

Guidance: You may also refer to the Literacy Skills Checklist you have used in Part 3 – Step 1 of this portfolio.

- An overall assessment of the literacy program that you have implemented to the student
2. You **must give feedback** by using professional language meant not only for your supervising teacher and for other education personnel but also for parents. Consider the following in your report:
 - Keep the privacy and confidentiality of the students by referring to their pseudonyms. You must be consistent with the names you are using for each student throughout the observation and implementation of the programs.
 - The content must be based from the observations and not your assumptions of the students' behaviours.

3. You will be submitting these reports to your assessor as part of this portfolio.

If submitting scanned copies of the documents, save them using the following filename:

- For Student 1: Portfolio 4-Part3-Report1
- For Student 2: Portfolio 4-Part3-Report2

Submit also a copy of these reports to your supervising teacher as these might be relevant to assist in the reviews and case conferences of the students you have observed.

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
	Quantity	Evidence	Check when complete ⇨
PART 1			
Step 1	1	Lesson Inspection Template	☐
		<i>Supplementary:</i>	
		<i>Copy of at least two (2) different literacy lesson plans from the supervising teacher</i>	☐
		<i>At least one (1) copy of a curriculum document summarising the policies, procedures, and systems used in your school's literacy program</i>	☐
		<i>Each of the students' IEPs relating to literacy (2)</i>	☐
Step 2	1	Meeting Minutes: Literacy Program	☐
PART 2			
Step 1	1	Observer Declaration Form: Literacy Program Implementation	☐
Step 2	1	Literacy Program Activity Record	☐
PART 3			
Step 1	4	Anecdotal Record Template (Literacy)	☐
	2 for each student		
	2	Literacy Skills Checklist (Literacy Indicators)	☐
	1 for each student		
Step 2	1	Literacy Skills Research	☐
Step 3	2	Meeting Minutes: Literacy Program – Identifying Student Needs	☐
	1 for each student		
Step 4	1	Online Research Template	☐
	1	Information Check Template	
Step 5 & 6	2	Activity Planning Sheet: Literacy Program	☐

	1 for each student		
Step 7	2	Two to three page reports about student's observations	☐
	1 for each student		

PORTFOLIO 5 – MATHEMATICS PROGRAM

Aside from adapting scheduled activities and materials to the needs of students, it is also important to be able to see the big picture of educational programs being implemented in school. This portfolio will guide you towards learning experiences that will help in understanding this more and equip you with the skills needed to fulfil the same role in the school environment.

This Portfolio will be a collection of documents meant to gauge your knowledge and skills in supporting educational programs in school, most specifically for supporting numeracy programs.

Your submissions will primarily be made up of summary templates and transcripts that will help your assessor check your competence for skills in this qualification. Each submission will be a detailed and written summary of an answer to a specific question being asked for in this Portfolio. You must address every part of the question, however, you will not always be given every piece of detail to include.

This assessment will be made up of 4 parts:

- 1) **Implementation** – Focusing on submissions that will reflect on your capacity to support in the implementation of a numeracy program in the school setting.
- 2) **Student Needs** – Focusing on submissions that will reflect on your capacity to observe and identify student needs and support in the implementation of strategies and modification of resources in the school setting.
- 3) **Third-Party Observation** – Focusing on discussion with regards to how you have implemented the strategies to support the students, as verified by your supervising teacher.
- 4) **Meeting Minutes** – Focusing on discussion with your supervising teacher regards to planning strategies to address the numeracy knowledge, skills and behaviour of the students.

All templates that you need to complete for this Portfolio are available below.

IMPORTANT:

Ensure that you will maintain privacy and confidentiality with regards to each student that you are observing, including documenting and recording student information. Use pseudonyms instead of their real names, when referring to the students involved in this assessment (e.g. Instead of writing the name Julian Andrews, you may refer to the student as “Steve”.) The name you will be using to identify each student must be consistent with all the documents you will be completing throughout the assessments involving them.

All other information such as the student’s age, year level, observed behaviour and similar information must, however, be real.

You may need to acquire approval from your supervising teacher or relevant personnel when obtaining the students’ personal records such as their individual education programs (IEPs) and other supporting documents which may be required from this assessment.

Part I. Implementing a Numeracy Program

Collaborate with your supervising teacher in planning and preparing activities under the numeracy program to be implemented in class. This will specifically involve the two (2) students assigned to you. The next step is to jump start it into motion and apply everything into the classroom situation. For this part of the portfolio, you will be asked to show evidence of implementing a numeracy program in a class and supporting the supervising teacher.

Task

This part of the portfolio requires you to complete two (2) different sets of Mathematics Activity template documented from a discussion with your supervising teacher. Both templates can be completed during one meeting session, or depending on the schedule that your supervising teacher will advise you.

For this section of the portfolio you will be asked to complete:

- Mathematics Activity template
- Activity Planning Sheet: Learning Styles template
- Observer Declaration Form: Numeracy Program Implementation

To complete this task, you will be following specific steps that will not only fortify the outcome of your reports but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1:

1. With your supervising teacher, you are to select a numeracy program to be implemented in class. You must discuss with your supervising teacher and select activities that focus on the following:
 - Understanding of Numbers
 - Use of Number Computation
 - Measurement
 - Numerical Data

The program to be implemented must be able to support both students that are assigned to you.

2. Obtain a copy of each of the following documents:

- Copy of the lesson plan/s to be implemented from your supervising teacher
- At least one (1) copy of a curriculum document summarising the policies, procedures, and systems used in your school's numeracy program

If submitting scanned copies of the documents, collate them in a folder using the filename: Portfolio 5-Part1-NumProgDocs.

3. Complete the **Mathematics Activity Templates**. Access this from **Portfolio 5 folder** of **Education Support Templates** included with this workbook.

The template includes the following sections for each topic:

- Date of activity implementation
- Class year level
- Learning area
- Topic
- Lesson objectives
- Description of the activity
- Materials and resources

4. At **least one (1)** of the activities from the topics **must** use at least two (2) of the following:

- A video from a reputable online source, or
- An activity taken from an online website, or
- A digital equipment, or
- An application or software

You **must** also have **at least one (1)** activity that will involve problem-solving skills involving a real-world scenario, or functional numeracy.

You are to submit all four (4) completed Mathematics Activity Templates as part of this Portfolio. If submitting scanned copies of the documents, save them using the filename: Portfolio 5-Part1-MAT.

Mathematics Activity Template	
Date:	Year level:
Learning Area:	Topic: Understanding of Numbers
Lesson Objectives	
Description of the Activity	
<i>Guidance: Specify if the activity involves any problem-solving skills involving real-life scenarios, or functional numeracy. Include also how the activity is to be implemented.</i>	
Materials and Resources	
<i>Guidance: Specify if the materials and resources include digital technology. Identify the technology to be used (i.e. video, online website activity, digital equipment, application or software).</i>	

Mathematics Activity Template	
Date:	Year level:
Learning Area:	Topic: Use of Number Computation
Lesson Objectives	
Description of the Activity	
<i>Guidance: Specify if the activity involves any problem-solving skills involving real-life scenarios, or functional numeracy. Include also how the activity is to be implemented.</i> 	
Materials and Resources	
<i>Guidance: Specify if the materials and resources include digital technology. Identify the technology to be used (i.e. video, online website activity, digital equipment, application or software).</i> 	

Mathematics Activity Template	
Date:	Year level:
Learning Area:	Topic: Measurement
Lesson Objectives	
Description of the Activity	
<i>Guidance: Specify if the activity involves any problem-solving skills involving real-life scenarios, or functional numeracy. Include also how the activity is to be implemented.</i>	
Materials and Resources	
<i>Guidance: Specify if the materials and resources include digital technology. Identify the technology to be used (i.e. video, online website activity, digital equipment, application or software).</i>	

Mathematics Activity Template	
Date:	Year level:
Learning Area:	Topic: Numerical Data
Lesson Objectives	
Description of the Activity	
<i>Guidance: Specify if the activity involves any problem-solving skills involving real-life scenarios, or functional numeracy. Include also how the activity is to be implemented.</i> 	
Materials and Resources	
<i>Guidance: Specify if the materials and resources include digital technology. Identify the technology to be used (i.e. video, online website activity, digital equipment, application or software).</i> 	

As students in class have different learning styles, you will be also planning the activities with your teacher not only to support each student's numeracy needs but also to cater to their personal learning styles.

Step 2:

1. After identifying the implementation plan and the materials, resources, and equipment to be used for each Mathematics activity, you must be able to identify how the planned strategies will be used to adapt to the students' learning styles.
2. Collaborate with your supervising teacher in drafting your implementation plan on the **Activity Planning Sheet: Learning Styles** template. Access this from **Portfolio 5 folder** of **Education Support Templates** included with this workbook.

You must complete the following sections:

- a. Plan of action in implementing the activity. It should outline how you intend to conduct the class activity with regards to catering to the students' learning styles.
- b. Materials, resources, and equipment to be used during the activity
Guidance: Refer to the Mathematics Activity that you have completed for the strategies and resources section of this template.
- c. Target learning style of each planned strategy
- d. Expected learning outcome for each learning style
- e. Actual learning outcome from each learning style

Guidance: The Actual Outcomes column is not yet to be filled out on this part.

3. You are only required to complete at least two (2) **Activity Planning Sheet: Learning Styles** templates, one (1) for each Mathematics Activity presented.

Have your supervising teacher approve your proposed plan before implementing it in class.

Activity Planning Sheet: Learning Styles

Date:		Time:		Year Level:	
Topic:					
Implementation Plan		Materials/Resources/Equipment <i>If possible, align the material to the target learning style.</i>	Outcomes		
Learning Style <i>Identify the target learning style for each part of the strategy.</i>	Strategies <i>Step-by-step outline of how the activity will be conducted</i>		Expected Outcomes for Each Learning Style <i>At least one for each learning style</i>	Actual Outcomes <i>To be filled out after implementing the activity</i>	
Supervising Teacher (printed name & signature): _____			Date Checked: Click or tap to enter a date.		

Step 3:

1. Collaborate with your supervising teacher in order to pre-determine the students who fall under each specific learning style, including the two (2) students whom you are supporting.
2. Implement the activities that you planned with your supervising teacher in **Step 1**. During the implementation of the numeracy program, you are to ensure the following:
 - Identify and support the strategies used by teachers to encourage the problem-solving by students
 - Provide the students you are supporting with constructive advice and positive feedback to encourage development of their self-reliance in numeracy
 - Provide assistance to students with regards to the operation of digital technologies
 - Notice, encourage, and support incidental learning by students
 - Encourage students to recognise and affirm their learning styles and abilities
 - Communicate through active listening
3. Assess if the **expected learning outcomes** you have written in your Activity Planning Sheet: Learning Styles have been achieved. Determine how the students have understood the lesson by asking them the following questions:
 - Which part of the activity did you like best?
 - Which part of the topic did you find hard to understand?
 - Which part of the discussion do you think you learned best?
 - What other topics can you relate to our discussion for today?
4. Encourage participation of all students in class by allowing at least two (2) persons from each of your pre-determined group of students for each learning styles, to answer your questions. Ensure that you will also involve the two (2) students who are assigned to you.
5. Make mental notes of the students' responses. Update the Activity Planning Sheet/s and fill out the **Actual Outcomes** column.

6. Your responses in the Actual Outcomes column **must** involve the learning outcomes from the two (2) students.
7. Submit the two completed Activity Planning Sheet: Learning Styles to your assessor. If submitting scanned copies of the documents, save them using the following filenames:
 - Activity 1: Portfolio 5-Part1-APS1
 - Activity 2: Portfolio 5-Part1-APS2

Activity Planning Sheet: Learning Styles

Time:		Time:		Year Level:	
Topic:					
Implementation Plan		Materials/Resources/Equipment <i>If possible, align the material to the target learning style.</i>	Outcomes		
Strategies <i>Step-by-step outline of how the activity will be conducted</i>	Learning Style <i>Identify the target learning style for each part of the strategy.</i>		Expected Outcomes for Each Learning Style <i>At least one for each learning style</i>	Actual Outcomes <i>To be filled out after implementing the activity.</i>	
Supervising Teacher (printed name & signature): _____			Date Checked: Click or tap to enter a date.		

Step 4:

1. Complete the **Observer Declaration Form: Numeracy Program Implementation** based on the different instances when you have completed each of the needed requirements.

Access this from **Portfolio 5 folder** of **Education Support Templates** included with this workbook.

2. Schedule a discussion with your supervising teacher to verify each of the tasks that you have completed and have them initial on each section of the form.

Submit the completed Observer Form to your assessor. If submitting a scanned copy of the document, save it using the filename: *Portfolio 5-Part1-OFNumProg1*.

Observer Declaration Form: Numeracy Program Implementation

Instruction for Supervisors

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page.

Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling on the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance.

Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Discussion Notes	
Date of discussion:	
Numeracy program implemented:	
This section will be completed by the candidate:	Supervisor Initial:
1. Identify least three (3) strategies used by the teacher to encourage the problem-solving by students.	Is the information provided correct? ☐ Yes: _____ ☐ No: _____
Comments:	
2. Describe and give at least two (2) examples of constructive advice and positive feedback that you have provided for the two (2) students that you are supporting. Describe how these advice and feedback encourage the students to develop self-reliance in numeracy. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
3. Describe and give at least two (2) instances when you have assisted the students in the operation of digital technologies. Indicate the activities where such technologies have been used. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can to support your description. Cite the technologies that were used.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
4. Describe and give an instance of an incidental learning from any student that you are supporting. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can to support your description.</i>	Did the candidate demonstrate this task?

	☐ Yes: _____ ☐ No: _____
Comments:	
5. Describe and give at least two (2) instances when you have encouraged students to recognise and affirm their learning styles and abilities. You must supply the date when the instance had occurred. <i>Guidance: Provide as much as detail as you can to support your description. Cite also the guidelines that you have followed during this process.</i>	Did the candidate complete this task? ☐ Yes: _____ ☐ No: _____
Comments:	
This section to be verified by the supervisor:	Supervisor Initial:
6. The candidate has supported strategies used by the teacher to encourage the students' problem-solving skills.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
7. The candidate has encouraged and supported the student's incidental learning.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
8. The candidate applied active listening skills when communicating with students during the implementation of the numeracy program.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
9. The candidate used numeracy skills in to solve problems logically.	Did the candidate demonstrate this task?

	☐ Yes: _____ ☐ No: _____
Comments:	

Observer Declaration

By affixing my signature below I declare that the candidate:

Candidate Name

Scheduled a discussion with me on:

Date: Click or tap to enter a date. Time:

And discussed the topics that were stated above.

Observer's Name:

Signature:

Date:

Click or tap to enter a date.

Observer Details

Phone Number:

Email Address:

Observer Qualifications:

Observer Comments (optional feedback to student):

Part II. Student Needs

Based on the planning and preparation that you have undertaken in the previous section, you may be required to modify existing resources depending on what is needed for the situation.

For this part of the assessment, you will be asked to modify existing materials from the numeracy program to accommodate the needs of students. You are not required to create your own materials but you will be asked to develop modifications based on what is needed.

Task

For this section of the portfolio you will be asked to complete:

- a. Anecdotal Record Template
- b. Numeracy/Mathematics Skills Checklist (to be requested from the supervising teacher)
- c. Meeting Minutes – Numeracy Program – Identifying Student Needs template
- d. Meeting Minutes – Numeracy Program – Strategy Modification template
- e. Mathematics Student Progress Report

To complete this task, you will be following specific steps that will not only fortify the outcome for your report but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1 – Part 1:

1. Observe the two (2) students you are assigned with for the duration of an implementation of a numeracy program. You may use your previous observations from these students for this part of the assessment.
2. Record at least two (2) instances of observations for *each* of the two (2) students who are under the numeracy program of the school. This means that you must have **four (4) observations** in total.
3. You are advised to use the template that the school uses for Anecdotal Records or Child Observation Records but if no such template is being used, then you can use the **Anecdotal Record Template** provided in this workbook.

Guidance: You may use the same template you have used for Portfolio 3 – Student Profiles.

4. Since the observation is specific to numeracy, you must be able to provide details on how the student works out a mathematical problem. For example, does the student have a tendency to misalign numbers when making basic computations?

Write your responses on this under the 'Details of Observation' section of the Anecdotal Record Template.

5. Under the 'Interpretation and Notes About the Observation' section of the template, you must provide your analysis as to the specific steps the student uses to answer a problem. Identify also the issues with his or her process.

Step 1 – Part 2:

1. In addition to the Anecdotal Record, you must obtain a copy of the **Numeracy/Mathematics Skills Checklist** or **Numeracy Indicators** from your school. This is a system used to record and assess the students' abilities and progress in numeracy.

You may check the sample of the document from this link:

[Numeracy Indicators/Skills Checklist](#)

(username: learner, password: studyhard)

(<http://compliantlearningresources.com.au/network/cascade-peak-school/literacy-and-numeracy-skills-checklist/>)

Have a printout of this checklist for this part of the assessment. You must have one (1) set of checklist for **each student** you are observing.

Guidance: If the students you are observing have an existing and updated copy of the numeracy skills checklist, obtain approval from your supervising teacher on how to access and obtain a copy of these to be used for the assessment.

2. Identify on the checklist the Year level relevant to each student you are observing. From the checklist, determine all the skills that each student is able to do and highlight these with a marker. The highlighted skills should also be relevant to the numeracy program being implemented.

Guidance: You may ask assistance on this part from your supervising or classroom teacher to identify what numeracy testing has been previously conducted for the student (e.g. running records, NAPLAN, etc.) so that your assessment can be accurate.

You are to submit the two (2) sets of Numeracy Skills Checklist together with the students' Anecdotal Records as part of this portfolio. If submitting scanned copies of the documents, collate them separately in a folder using the following filename:

- For Student 1: Portfolio 5-Part2-ARNum1

- For Student 2: Portfolio 4-Part3- ARNum2

This part of the portfolio requires you to complete **two (2) different sets of Meeting Minutes template** from a discussion with your supervising teacher and another education personnel. Both templates can be completed during one meeting session, or depending on the schedule that your supervising teacher will advise you.

Step 2:

1. Schedule a discussion/meeting with your supervising teacher, another education personnel (i.e. school principal, health specialist assigned to the child, etc.), and at least two (2) other teacher aides. Based on the your observation notes, report, and the interpretations you made, you must discuss the following points during the meeting for **each** of the students you observed:
 - A summary of numeracy issues found based on the anecdotal records
 - Identification of at least three (3) numeracy processes that are relevant and appropriate to the student's ability and year level according to specified guidelines and practices of the school.
 - Identification of student needs based on the issues found. You must be able to:
 - Identify the knowledge needed by the students to make meaning from numbers and perform basic computations (at least 2 but provide all discussed)
 - Identify the numeracy skills needed by the students to make meaning from numbers and perform basic computations (at least 2 but provide all discussed)
2. Complete the template **Meeting Minutes: Numeracy Program – Identifying Student Needs** based on what you discussed in this meeting. Access this from **Portfolio 5 folder** of **Education Support Templates** included with this workbook.

Guidance: All the meeting points listed above should be on the meeting minutes or the meeting summary.

You must submit two (2) Meeting Minutes template, with discussion for **each** of the students.

Have your attendees sign their names on both Meeting Minutes templates.

If submitting scanned copies of the documents, save them using the following filename:

- For Student 1: Portfolio 5-Part2-MMNumNeeds1
- For Student 2: Portfolio 5-Part2- MMNumNeeds2

Meeting Minutes: Numeracy Program – Identifying Student Needs	
Date & time of discussion:	
Name of student being assessed:	
Attendees: (Have them sign their name)	
Meeting Minutes	
1. Summary of numeracy issues found based on the anecdotal records	
2. At least three (3) numeracy processes that are relevant and appropriate to the student's ability and year level according to specified guidelines and practices of the school <i>Guidance: Describe the student's ability to support the identified numeracy process. Cite also the guidelines and practices of the school to be considered for the implementation of the numeracy program.</i>	
3. Knowledge needed by students to make meaning from numbers and perform basic computations (Identify at least 2).	
4. Numeracy skills needed by students to make meaning from numbers and perform basic computations (Identify at least 2.)	

Step 3:

1. Discuss the following points with your supervising teacher and other attendees of the previous meeting:
 - In collaboration with the teacher, formulate the following:
 - At least three (3) support strategies for addressing the identified numeracy issues of each student
 - At least three (3) support strategies for developing the identified numeracy skill need of each student
 - The schedule by which the strategies will be implemented in the classroom
 - Any modifications to the strategies, activities or resources, should they be needed
2. Complete the following sections on the Meeting Minutes template:
 - Behaviours or issues that need to be addressed
 - At least three (3) strategies that will address the behaviours
 - Links between specific mathematical/numeracy processes and the strategies that were formulated
 - Learning models and language that will:
 - develop the student's numeracy skills
 - meets the student's numeracy needs
 - Schedule of strategy to be implemented

3. Complete the template **Meeting Minutes: Numeracy Program – Strategy Modification Template** based on what you discussed in this meeting. Access this from **Portfolio 5 folder** of **Education Support Templates** included with this workbook.

You must submit two (2) Meeting Minutes template, with discussion for **each** of the students.

Have your attendees sign their names on both Meeting Minutes templates.

If submitting scanned copies of the documents, save them using the following filename:

- For Student 1: Portfolio 5-Part2-MMStrat1
- For Student 2: Portfolio 5-Part2- MMStrat2

Guidance: All the meeting points listed above should be on the meeting minutes or the meeting summary.

Before submitting the template, ensure that your supervising teacher has signed off first each section of this template after you have implemented the strategies in the succeeding step.

Meeting Minutes: Numeracy Program – Strategy Modification Template	
Date & time of discussion:	
Name of student being assessed:	
Attendees: (Have them sign their name)	
Meeting Minutes	
1. At least three (3) support strategies to address the identified numeracy issues of each student.	
2. At least three (3) support strategies to develop the identified numeracy skill need of each student	
3. The schedule by which the strategies will be implemented in the classroom <i>Guidance: Provide the date and time when the support strategies of the numeracy program will be implemented.</i>	
4. Program specification and guidelines for the numeracy program's implementation <i>Guidance: Provide a step-by-step outline of each part of the program to be implemented. Briefly describe how each part will be implemented, including the teacher's rules and guidelines for each part.</i>	

5. Outline of behaviours or issues of the student towards numeracy that need to be addressed <i>Guidance: Refer to the student's Anecdotal Records relevant only to this Portfolio.</i>
6. At least three (3) strategies that will address these behaviours
7. Links between specific mathematical/numeracy processes and the strategies that were formulated
8. At least two (2) learning models that will develop the student's numeracy skills <i>Guidance: Briefly describe the reasons for selecting the provided learning model.</i>
9. Provide an example of the mathematical language to be used to develop the student's numeracy skills <i>Guidance: Provide a sample of a mathematical sentence (i.e. teaching addition skills). It should be relevant to the student's numeracy skill to be addressed.</i>

Step 4:

1. Implement the strategies that were discussed in Part 2 – Step 3 according to the schedule that was planned in collaboration with your supervising teacher.

Guidance: Refer to the two (2) sets of Meeting Minutes templates you have completed for each student.

2. Take note of the each of the two (2) students' feedback and responses to the modified strategies. You will need this for recording their progress reports in the succeeding steps.
3. Have your supervising teacher sign off each section of the **checklist** below after you have implemented the strategies for both students. A date should be provided on when these strategies have been applied.

FOR THE SUPERVISOR: <i>Check if the candidate has demonstrated the following during the implementation of the strategies or the numeracy program as discussed in the meeting.</i> <i>Your general comment at the end of this checklist is highly encouraged.</i>	
This section to be verified by the supervisor:	Supervisor Initial:
1. The candidate has applied the learning models and language discussed to meet student needs.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
2. The candidate has implemented the support strategies to accommodate student's ability, as directed.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
3. The candidate has implemented the support strategies according to guidelines and program specifications.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

Step 5:

1. Complete the **Mathematics Student Progress Report** for each of the two (2) students that you have supported. Access this from **Portfolio 5 folder** of **Education Support Templates** included with this workbook.

It should correspond to all four (4) learning areas of numeracy program related activities. The following sections of the Student Progress Template must be completed:

- Student Name
- Year Level of the Student
- Date of Reporting
- Learning Area Progress
 - Tick the box according to your evaluation on how the student has achieved so far in the following learning areas after you have implemented the strategies:
 - Understanding of Numbers
 - Use of Number Computation
 - Measurement
 - Numerical Data
- Overall Assessment

Guidance: Summarise the strategies that you implemented to support the numeracy needs and development skills of the student. Describe the student's feedback and response to the strategies.

2. Ensure to follow correct measures of maintaining confidentiality when completing this record.
3. Submit the completed documents to your assessor. If submitting scanned copies of the documents, save them using the following filename:
 - For Student 1: Portfolio 5-Part2-PR1
 - For Student 2: Portfolio 5-Part2- PR2

Mathematics Student Progress Report					
Student Name:				Year Level:	
Date:					
Learning Area	Learning Area Achievement				
	Excellent	High	Satisfactory	Limited	Very Low
1. Understanding of Numbers	☐	☐	☐	☐	☐
2. Use of Number Computation	☐	☐	☐	☐	☐
3. Measurement	☐	☐	☐	☐	☐
4. Numerical Data	☐	☐	☐	☐	☐
Overall Assessment					

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
	Quantity	Evidence	Check when complete 
PART 1			
Step 1	4	Mathematics Activity Templates	
	1	• Understanding of Numbers	☐
	1	• Use of Number Computation	☐
	1	• Measurement	☐
	1	• Numerical Data	☐
		<i>Supplementary:</i>	
		<i>Copy of the lesson plan/s to be implemented from your supervising teacher</i>	☐
		<i>At least one (1) copy of a curriculum document summarising the policies, procedures, and systems used in your school's numeracy program</i>	☐
Step 2 & 3	2	Activity Planning Sheet: Learning Styles	☐
Step 4	1	Observer Declaration Form: Numeracy Program Implementation	☐
PART 2			
Step 1	4	Anecdotal Record Template	☐
	2 for each student		
	2	Numeracy/Mathematics Skills Checklist or Numeracy Indicators	☐
1 for each student			
Step 2	2	Meeting Minutes: Numeracy Program –	☐
	1 for each student	Identifying Student Needs Template	
Step 3	2	Meeting Minutes: Numeracy Program – Strategy Modification Template	☐
	1 for each student		
Step 4	1	Supervisor's Checklist (workbook)	☐
Step 5	2	Mathematics Student Progress Report	☐
	1 for each student		

PORTFOLIO 6 – SUPPORTING STUDENTS WITH SPECIAL NEEDS

In the previous Portfolios, you have fulfilled your role as a teacher aide by providing support in the implementation of educational programs, specifically literacy and numeracy programs. At the course of your vocational placement, it is inevitable that you will also be supporting the facilitation of learning for students with disabilities or special needs. Allowing these students to achieve the same learning experience as the rest of the class, promotes an inclusive environment in the classroom.

This Portfolio will allow you to demonstrate your skills in supporting a safe and inclusive environment for the students in school, specifically involving students with disabilities or special needs, and students from a culturally and/or linguistically diverse background (CALD).

Your submissions will primarily be made up of different portfolio documents and specified annexes that will help your assessor evaluate your experiences at the school. Each submission is meant to answer a specific question being asked for in this Portfolio. You must address every part of the question, however, you will not always be given every piece of detail to include.

This assessment will revolve around the following students:

- At least two (2) students who are from a culturally and/or linguistically diverse background (CALD)
- At least two (2) students — each with a special need and/or specific disability, each assigned with a specific Individual Education Plan
 - These can be the same students that you have supported in the Literacy and Numeracy Programs, provided that each student has a different special need and/or specific disability

This assessment will be made up of four (4) parts:

- 1) Cultural and Language Programs:** This will revolve around identifying the needs of students from CALD backgrounds; planning, and implementing cultural and language programs to support their needs.
- 2) Person-Centred Approach:** This will require you to interact with two (2) students with different disabilities and/or special needs to identify their personal learning goals and their own recommendations on how they want to go about achieving their goals.

- 3) Profile Meeting:** This will require you to attend a profile meeting or an educational adjustment program for each of the students with different disabilities and/or special needs. You will be providing your contributions which include your observations of the students to develop possible new strategies to achieve each student's personal learning goals.
- 4) Third-Party Observation:** This document will be verified by your supervising teacher according to your discussion with them with regards to how you have implemented the strategies to support the students.

All templates that you need to complete for this Portfolio can be found below.

IMPORTANT:

Ensure that you will maintain privacy and confidentiality with regards to each student that you are observing, including documenting and recording student information. Use pseudonyms instead of their real names, when referring to the students involved in this assessment. (e.g. Instead of writing the name Julian Andrews, you may refer to the student as "Steve".) The name you will be using to identify each student must be consistent with all the documents you will be completing throughout the assessments involving them.

All other information such as the student's age, year level, observed behaviour and similar information must, however, be real.

You may need to acquire approval from your supervising teacher or relevant personnel when obtaining the students' personal records such as their individual education programs (IEPs) and other supporting documents which may be required from this assessment.

Part I. Cultural and Language Programs

Part of promoting an inclusive environment also means recognising the needs and barriers existing within the school's diverse community.

Task

Refer to the transcript you have provided from the community profile interview in **Portfolio 1, Part 2**. From the data of the student populace you have gathered, you are to identify at least two (2) students who are from a cultural and/or linguistic background different from yours. As much as possible, consider students who are part of communities such as migrants, refugees, or Aboriginal and/or Torres Strait Islanders, or those who are having challenges with the mainstream language of the school.

IMPORTANT:

As you will be dealing with students from CALD backgrounds, you are to ensure that you will practice sensitivity to their cultural values and practices. Consider their communication styles which may be different from yours. Always be aware of your verbal and non-verbal cues, such as eye contact and hand gestures. As much as possible, avoid personally referring to the students as CALD, migrants, refugees, etc. when talking with them.

Step 1:

1. Gather information about your school's formal and informal structures. These can be just brief information that you will use as part of supporting the needs of students from culturally and linguistically diverse (CALD) backgrounds. You can ask around from the school staff and other relevant personnel about this information.

Guidance: Gather as much information that you can to ensure that the students you will be supporting will be able to familiarise themselves with the structures.

2. Write all the information you have gathered on the table provided below. You may just provide an outline but you must ensure that it will be explained well to the students.

3. Access and read on the following link:

[Human Rights in a Culturally Diverse Society](#)

(username: learner, password: studyhard)

(<http://compliantlearningresources.com.au/network/cascade-peak-school/files/2016/04/Human-Rights-Australia-CALD.pdf>)

From the list of rights provided, select at least three (3) most relevant to delivery of service in an education setting. You are to provide a brief explanation of the rights that you have selected and discuss it later with the students.

Write your answers also on the table provided below.

Formal School Structures	Informal School Structures
Rights of Students from CALD backgrounds	
<i>Outline at least three (3) rights and briefly explain each.</i> a. b. c.	

Step 2:

1. Ask permission from your supervising teacher so you can schedule a focus-group discussion with the two students from CALD backgrounds. This is for you to be able to identify and assist in supporting the needs of these students.

Ensure that you will maintain a safe environment, following the school's policy and procedures in terms of communicating with and about the students. Ensure that a classroom teacher is supervising you when you conduct the discussion.

2. Conduct the focus-group discussion and obtain the following information:

- a. Brief family background of the student: Determine the cultural community from where the students and their families belong.

Guidance: You may opt to ask the students on how things are practised in their culture or family. For example, you may ask how they celebrated family occasions like birthdays or family days. This is also a way to get the student's interest and attention during the discussion.

- b. Language spoken at home and in the community. Identify, if possible, at least one (1) language other than English that each student speaks.

Guidance: You can ask the students some of the words they know that are commonly used in their language, if not using English.

- c. Barriers or challenges that the students have experienced with regards to speaking the English language (especially for the non-native English speakers)

- d. Barriers or challenges that the students have experienced with regards to interacting with culture different from their own

- e. Suggestion on ways as to how the students think they can easily learn the language

Guidance: Ask the students on how they think they can learn English better (e.g. reading texts, having more conversations, etc.)

- f. Suggestion on ways as to how the students think they can easily adapt to the culture of their peers in school

Guidance: Ask the students on how they think they can learn the culture of their peers (e.g. having curriculum activities about diverse cultures, having more conversations with their peers, etc.)

3. Before finalising your discussion with the students, you must discuss with them the formal and informal structures in school, and the rights of students from CALD backgrounds, based from the information you have gathered from Step 1.

When conducting your focus group discussion with the students, use communication techniques and strategies that will ensure the following:

- The integrity of individual rights, self-determination and personal dignity of the students are maintained.

- Adapt style and language that will accommodate different cultural values, practices and cultural sensitivities.

Guidance: An example of this would be the use of eye contact which may not be appropriate in some cultures. Ensure that the language you will use is appropriate to the students.

- Verbal and non-verbal communication and cues appropriate to the needs of students
- Recognise the non-verbal cues expressed by the students
- Clarify information as necessary, to ensure that information gathered is accurate

Guidance: It will be helpful to get an audio recording of your focus group discussion and then transcribe it later for the next task.

Step 3:

1. When you are done with the focus-group discussion, create a written report for each student, that includes the following:
 - a. A short cultural and linguistic profile for each of the students based from the information you have gathered
 - b. The needs of each student relevant to culture and/or language
 - c. Barriers or challenges affecting the students in learning the culture and/or language in the school community
 - d. Ways on how to resolve the barriers as suggested by the students
 - e. Your recommendations on how the students can be supported to overcome the barriers or challenges relevant to culture and language

Guidance: Provide at least two (2) recommendations on what culture and/or language programs can be implemented to support the students. If the school has existing culture and/or language programs, you may opt to use them in your recommendations.

These can be simple activities that you can incorporate in class and will not need to take any additional schedules.

- At least one (1) of your recommendations must involve the assistance of interpreters or any relevant personnel who has an understanding of the students' cultural backgrounds
 - Collaborate with your supervising teacher on how you can have access with these personnel, and identify the assistance they will need to provide in the program you have planned.

2. Write your report in the **Cultural and Language Learning Needs Analysis** template provided in **Portfolio 6 folder** of **Education Support Templates** included with this workbook.

You must complete two (2) Cultural and Language Learning Needs Analysis templates, one (1) for each student.

If submitting scanned copies of the documents, save them using the following filenames:

- For Student 1: Portfolio 6-Part1-LNA1
- For Student 2: Portfolio 6-Part1- LNA2

Cultural and Language Learning Needs Analysis	
Student Name:	Date:
Cultural and Linguistic Profile	
Be as accurate and specific in your description about the student.	
Cultural and Language Needs	Barriers/Challenges Affecting Learning
Student's recommendation/s (to resolve the barriers/challenges):	
Recommendations to support the student's learning needs: Guidance: At least one recommendation should involve the assistance of an interpreter. Indicate the assistance they will provide.	
Supervising Teacher (printed name & signature): _____	Date Checked: Click or tap to enter a date.

Step 4:

1. Schedule a consultation with your supervising teacher. Discuss about the recommendations about the culture and/or language program to support the students as written in the **Cultural and Language Learning Needs Analysis** of the two (2) students.
2. Plan with your supervising teacher on how you will implement the programs. Write the plan on the **Cultural and Language Program Plan** template. Access this from **Portfolio 6 folder** of **Education Support Templates** included with this workbook. Your plan must contain the following information:
 - a. Programs to be implemented (at least two and must be applicable to both students' needs; two of which must have a focus on language)
 - b. Objectives of the programs (provide at least 3)
 - c. Your target audience (It must include the students you have identified)
 - d. Step-by-step outline of how the programs are to be implemented
Guidance: Identify the classroom strategies to be used and discuss also the schedule of the program implementation.
3. Identify the program which will need the assistance of interpreters or relevant personnel who has an understanding of the students' cultural backgrounds. Collaborate with your supervising teacher on how you can you have access with these personnel, and discuss the assistance they will need to provide in the program you have planned.
4. Note that the cultural and language programs you will implement may not necessarily need to have a special schedule. It would be better if the program can be incorporated as part of any educational program plan or curriculum activity that you will be support during your vocational placement.
5. You must be able to complete two (2) **Cultural and Language Program Plans**, one for each program you have chosen to implement.
Have your supervising teacher approve and sign on the plans before proceeding to its implementation.

If submitting scanned copies of the documents, save them using the following filename:

- For Student 1: Portfolio 6-Part1-CLPP1
- For Student 2: Portfolio 6-Part1-CLPP2

Step 5:

1. Implement the approved cultural/language programs in class with the two (2) students from CALD backgrounds. Have your supervising teacher observe how you will conduct the program in class.

Observe the students you are supporting to identify their approach to study and learning during the implementation of the programs.

2. Complete the **Observer Declaration Form: Cultural and Language Programs** based on the instances you have completed each of the needed requirements, including when you have conducted your focus group discussion with the two (2) students, and during the implementation of the program.

Access this from **Portfolio 6 folder** of **Education Support Templates** included with this workbook.

3. You are only required to **complete one (1) Observer Declaration Form**, but **you must have implemented the two (2) programs** that you have provided in your Cultural and Language Program Plan.

4. Schedule a discussion with your supervising teacher to verify your responses on the Observer Declaration form. Have them initial on each section you have discussed or demonstrated.

You will submit this document to your assessor as part of this portfolio. If submitting a scanned copy of the document, save it using the filename: Portfolio 6-Part1-OFCLP.

Observer Declaration Form: Cultural and Language Programs

Instruction for Supervisors

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page. Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance. Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Discussion Notes	
Date of discussion:	
This section will be completed by the candidate:	Supervisor Initial:
1. Describe an instance on how you have accepted and upheld the cultural needs of the students. <i>Guidance: Provide as much detail as you can to support your response. Cite an instance during your focus group discussion with the students and/or during the program implementation.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
2. Identify the approach to study and learning that you have observed from the CALD students during the implementation of the programs. Describe the instance to support your response. <i>Guidance: Provide as much detail as you can to support your observation. Cite an instance where you have observed this during the program implementation.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
This section to be verified by the supervisor:	Supervisor Initial:
3. The candidate has adapted style and language to accommodate different cultural values, practices and cultural sensitivities.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
4. The candidate has communicated with students to maintain the integrity of their individual rights.	Did the candidate demonstrate this task? ☐ Yes: _____

		☐ No: _____
Comments:		
5. The candidate has communicated with students to maintain their self-determination.		Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:		
6. The candidate has communicated with students to maintain their personal dignity.		Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:		
7. The candidate has sought the assistance of interpreters, or other persons when dealing with/implementing programs relevant to students from CALD.		Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____ ☐ N/A: _____
Comments:		

Observer Declaration

By affixing my signature below I declare that the candidate:

Candidate Name

Scheduled a discussion with me on:

Date: Click or tap to enter a date. Time:

And discussed the topics that were stated above.

Observer's Name:		Signature:
Date:	Click or tap to enter a date.	
Observer Details		
Phone Number:	Email Address:	
Observer Qualifications:		
Observer Comments (optional feedback to student):		

Part II. Person-Centred Approach

An inclusive educational environment does not only support the learning needs of students who are from diverse backgrounds. It also supports students who have disabilities and/or special needs.

Task

This part of the portfolio will focus on the facilitation of learning that involves two (2) students with disabilities and/or special needs. This assessment will mostly revolve with the following students:

- At least two (2) students — each with a special need and/or specific disability, each assigned with a specific Individual Education Plan
 - These can be the same students that you have supported in the Literacy and Numeracy Programs, provided that each student has a different special need and/or specific disability from each other.

Refer to any curriculum activity or educational program that you have implemented or supported during the course of your vocational placement.

Step 1:

1. Schedule a discussion with your supervising teacher and **each** of the two (2) students that you will be supporting for this task. Depending on your school's policies and procedures, the discussion may be set at different times for each student.
2. With your supervising teacher, gather the insights of each of the two (2) the students by asking the following questions about the curriculum activity or educational program implemented in class:

Guidance: If possible, refer to a similar curriculum activity or educational program to discuss with the students, especially if they belong to the same class.

If not, refer to a curriculum activity or educational program that has been recently implemented in their respective class. You may ask advice from their teachers as well to identify this.

- a. What have we tried?

Guidance: Identify the strategies used during the implementation of the program/activity. You may include the strategies in the student's IEP that you have used.

- b. What have we learned?

Guidance: Ask about what the students have learned from the educational program/activity implemented. You may use an outline of the lesson plan to ask about what they have learned for each point of discussion.

- c. What are we pleased about?

Guidance: Ask about what the student liked best during the implementation of the program/activity.

- d. What are we concerned about?

Guidance: Ask about any issues, difficulties, or concerns that the student may have during the implementation of the program/activity.

3. Access the **4 Plus 1 Questions** template from **Portfolio 6 folder** of **Education Support Templates** included with this workbook. This template contains sections that you need to fill out including the following:

- Student Name
- Student's Year Level
- Educational Program/Activity in discussion
- Student Responses

4. Record the student's responses to the four questions you have asked under the **Student Responses** section of the template.

After completing the first four (4) parts of the **Student Responses** section, ask each of the students how they want to go about their learning activity. Students may provide responses on what strategies or materials they would like to have on your next lessons. Their responses must be able to address the question 'What are we concerned about?'

Write their responses on the section labelled, 'What do we need to do next?'

5. Ensure that the responses provided in the template are from the students. Encourage each of the students to discuss with you about their needs especially those related to learning.

You must complete two (2) 4 Plus 1 Questions templates, one for each student.

Have your supervising teacher sign each completed template.

Submit the completed documents to your assessor. If submitting scanned copies of the documents, collate them separately in a folder using the following filename:

- For Student 1: Portfolio 6-Part2-PCA1
- For Student 2: Portfolio 6-Part2-PCA2

4 Plus 1 Questions <i>Guidance: Provide an outline for your responses below.</i>	
Student Name:	
Year Level:	
Educational Program/Activity:	
Student Responses	
What have we tried?	What have learned?
What are we pleased about?	What are we concerned about?
What do we need to do next?	
Supervising teacher (name and signature): _____	
Date of discussion: Click or tap to enter a date.	

Part III. Profile Meeting

To further identify and respond to the needs of students with disabilities and/or special needs, schools are required to conduct an education adjustment program for each student who has a disability and/or special needs. This is usually done in the form of a profile meeting and is attended by the principal, the education support team (including the teacher), the parent/carer of the student, and the student.

Task

This requires you to participate in a **profile meeting** for each of the two (2) students you have been assigned with. Your role as teacher aide would only allow you to be a participant in the profile meeting, and not as the primary person discussing with the principal, the education support team, the parent/carer of the student, and the student.

Discuss with your supervising teacher when a possible profile meeting for each of the students is scheduled. If a profile meeting has already taken place or may not be possible to occur during the course of your vocational placement, obtain approval from your supervising teacher on how you can participate in a meeting such as this wherein each of the students, their parent or carer, and your supervising teacher will be attending.

You will be required to complete a **Meeting Minutes: Profile Meeting** template and an **Observer Declaration Form** at the end of this assessment.

Step 1:

1. Prepare all the documents you have completed regarding each of the students you have been assigned with. This must include the students' IEPs, and any sample documentation showing the students' academic performance in school such as quizzes, seat works, etc.

If the meeting will involve the same student/s whom you have supported in the implementation of the literacy programs, then you may also provide the **Student Profile** you have written for the student/s, which contains your observations about them.

2. Obtain a copy of each of the student's Education Adjustment Program (EAP) Profile. You may view a sample from this link:

[Education Adjustment Program Profile](http://compliantlearningresources.com.au/network/cascade-peak-school/files/2016/03/QLD-EAP-Profile.pdf)

(username: learner, password: studyhard)

(<http://compliantlearningresources.com.au/network/cascade-peak-school/files/2016/03/QLD-EAP-Profile.pdf>)

3. Refer to the school's policies and procedures on how a profile meeting is conducted. You are not required to create a new EAP for each of the students, however, you need to fill out an EAP profile if the student doesn't have one. You will need the assistance of your supervising teacher in completing an EAP profile.

Discuss the following during the meeting:

- Student's learning ability in relation to their disability/special needs
Guidance: Provide an overview if this has been already documented in the student's IEP.
- The student's personal goals in terms of learning
Guidance: The student must be personally asked about this. These can be in line with the responses provided by the student in the '4 Plus 1 Questions' template.
- The teacher's learning goals for the student that have recently arisen
Guidance: These can be goals associated with the student's learning issues that have recently been observed and not been documented in the IEP.
- Adjustments required for implementing strategies for the student's learning (include any modification needed on learning strategies, adaptive/assistive technology required, etc.)
Guidance: Ensure that the strategies are relevant to supporting and achieving the student's personal learning goals and in line with what is documented in the IEP. Remember that the education profile is only being adjusted and must focus on the learning needs identified.
- Feedback from student regarding the adjustment to be implemented on their education program. Consider asking them the following questions (especially for Year 3 and younger students):
 - Who do they like working with in class?
 - What's their favourite reward activity?
 - Where do they like to sit in class?
 - Do they prefer homework, board work, or seatwork?

Guidance: Meetings for younger students may need to be kept short and positive. Focus only on discussing what the child is able to do and planning on short term goals.

For younger students or those students who are unable to provide consent, the approval regarding the profile adjustment may come from the parent/carer, but ensure that you have recorded responses from the students regardless of the disability/special needs and age level. Responses provided may include any non-verbal or oral communication demonstrated by the student.

- At least three (3) rights of students with disabilities
- At least two (2) strategies that can be used to assist students with disabilities in exercising their rights and independence
- At least two (2) suggestions on how to improve the learning opportunity of the student

4. Ensure that you will also assist in discussing the following topics to the student and to their parent/carer:
 - How advocacy services can be accessed in the context of the school environment
 - How the complaint mechanism works in the context of the school environment
5. Provide the discussion notes on the **Meeting Minutes: Profile Meeting** template. Access this from **Portfolio 6 folder** of **Education Support Templates** included with this workbook.

You are to submit two (2) completed Meeting Minutes: Profile Meeting templates, one (1) for each student.

Have your supervising teacher approve and sign each discussion section of the Meeting Minutes. **Note: Each row of the Meeting Minutes must be initialed by your supervising teacher.** You will submit this as part of the portfolio.

If submitting scanned copies of the documents, collate them separately in a folder using the following filename:

- For Student 1: Portfolio 6-Part3-PM1
- For Student 2: Portfolio 6-Part3-PM2

Meeting Minutes: Profile Meeting	
Date & time of discussion:	
Attendees: (Have them sign their name)	
Meeting Minutes	
1. Describe the student's learning ability in relation to their disability/special needs Guidance: Provide an overview if this has been already documented in the student's IEP.	
2. Student's personal goals in terms of learning Guidance: The student must be personally asked about this. These can be in line with the responses provided by the student in the '4 Plus 1 Questions' template. Outline these below.	
3. The teacher's learning goals for the student that have recently arisen Guidance: These can be goals associated with the student's learning issues that have recently been observed and not been documented in the IEP. Outline these below.	
4. Adjustments required for implementing strategies for the student's learning Guidance: Ensure that the strategies are relevant to supporting and achieving the student's personal learning goals and in line with what is documented in the IEP.	
5. Feedback from student regarding the adjustment to be implemented on their education program	

6. At least three (3) rights of students with disabilities Guidance: Identify the rights that the students would need to know, according to year level. You may ask them/the parent/carer what rights they may need to know.
7. Strategies that can be used to assist students with disabilities in exercising their rights and independence Guidance: Provide at least two (2) strategies.
8. Suggestions to improve the learning opportunity of the student Guidance: Provide at least two (2) suggestions.
9. How can advocacy services be accessed in the context of the school environment Guidance: Outline the steps that must be taken to access these services.
10. How the complaint mechanism works in the context of the school environment Guidance: Outline the steps that must be taken.

Step 2:

1. Review each of the student's personal learning goals, and the support strategies which were discussed during the profile meetings. Collaborate with your supervising teacher in planning for a curriculum activity for the day.

Guidance: You may need to create Activity Planning Sheets or similar documents as you plan the activity with your supervising teacher. You are encouraged to complete templates such as those but are not necessary for submission.

2. Implement the activity that you have planned with your supervising teacher in class. Ensure that you will be using the support strategies to achieve at least two (2) personal goals of each of the two (2) students with disabilities and/or special needs whom you are supporting for this assessment.

Observe the students to determine the impact of the strategies you have implemented their personal learning goals. Identify each student's approach to study and learning during the implementation of the activity.

3. At the end of the activity, have a one-on-one discussion with each of the two (2) students to gather their insights on which support strategy that you have implemented worked well during the learning session.

- Discuss with each of the students the strategies you have used in the activity.
- Allow each student to discuss parts of the learning activity to determine which support strategy had been appropriate to support each of their learning needs.
- Determine the actual outcome of the support strategy on the student's learning
 - Indicate also if the personal goals of the student have been achieved.
 - Identify the study and learning approach of each student as observed.

4. Ensure that you will use communication techniques to maintain positive and respectful relationships with the students, including appropriate oral and non-verbal communication strategies.

Record the responses on the **Curriculum Activity Adjustment** template. Access this from **Portfolio 6 folder** of **Education Support Templates** included with this workbook.

You will submit one (1) completed **Curriculum Activity Adjustment** template, with details from both students.

If submitting a scanned copy of the document, save using the filename: Portfolio 6-Part3-CAA.

Curriculum Activity Adjustment		
Student 1		
Student Name:		Year:
Learning Activity:		Date:
Student's Personal Goals	Support Strategy Implemented <i>Include oral and non-verbal communication strategies.</i>	Actual Outcome
Student 2		
Student Name:		Year:
Learning Activity:		Date:
Student's Personal Goals	Support Strategy Implemented <i>Include oral and non-verbal communication strategies.</i>	Actual Outcome

Step 3:

1. Complete the **Observer Declaration Form: Supporting Special Needs** based on the different instances when you have completed each of the needed requirements.
2. Schedule a discussion with your supervising teacher to verify each of the tasks that you have completed and have them initial on the form.
3. Submit the completed to your assessor. If submitting a scanned copy of the document, save them using the filename: Portfolio 6-Part3-OFSSN.

Observer Declaration Form: Supporting Special Needs

Instruction for Supervisors

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page.

Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling on the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance.

Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Discussion Notes	
Date of discussion:	
This section will be completed by the candidate:	Supervisor Initial:
1. Describe and give at least two (2) work practices that you have employed when working with students with disabilities, in compliance with policies, procedures and legislation. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles. Outline also the policies, procedures, and legislation that you have followed in line with the work practices.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
2. Identify at least (2) strategies used by teachers to assist development of independence and social skills in students with disabilities. Describe how you have supported these strategies appropriately, as required of teacher aide. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
3. Describe and give at least two (2) instances when you have provided constructive advice and feedback to students with special need and/or disabilities. Cite examples of the advice and feedback that you have provided. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles.</i>	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
4. Describe and give at least two (2) strategies that you have employed to ensure that the student is comfortable with the adjustments made with their IEPs/education profile. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles.</i>	Did the candidate complete this task? ☐ Yes: _____ ☐ No: _____

Comments:	
This section to be verified by the supervisor:	Supervisor Initial:
5. The candidate has acknowledged and accommodated different student requirements in the team's approach to teaching and learning during the profile meeting.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
6. The candidate has applied the support requirements of students with disabilities and/or special needs as discussed from the profile meeting.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
7. The candidate use strategies to assist students with disabilities exercise their rights and independence.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
8. The candidate has provided suggestions to improve learning opportunities of students during the profile meetings.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
9. The candidate has encouraged and empowered the students with disabilities and/or special needs to make their own choices.	Did the candidate demonstrate this task?

	☐ Yes: _____ ☐ No: _____
Comments:	
10. The candidate has assisted the students and their parents/carers to access advocacy services and other complaint mechanisms (i.e. during the profile meeting).	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
11. The candidate has assisted the students with disabilities and/or special needs reach their personal learning goals through: oral communication skills to maintain positive and respectful relationships with the person with disability.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
12. The candidate has assisted the students with disabilities and/or special needs reach their personal learning goals through: use of appropriate non-verbal communication strategies.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
13. The candidate has explored the students with disabilities' interests and concerns through conversation where appropriate.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
14. The candidate has used communication strategies that are developmentally appropriate for effective interaction and problem-solving with students.	Did the candidate demonstrate this task? ☐ Yes: _____

	☐ No: _____
Comments:	
15. The candidate has effectively contributed to the implementation, planning and preparation of programs for students with disabilities and/or special needs, in accordance with lesson plan/s and educational requirements under guidance of teacher or other education professional.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
16. The candidate has positively used verbal skills to interact with young people in a positive manner.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
17. The candidate has positively used non-verbal skills to interact with young people in a positive manner.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
18. The candidate has applied understanding of the effects that specific disabilities may have on student learning.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
19. The candidate used language, equipment, materials and strategies suited to the individual needs of at least two students .	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

20. The candidate used behaviour management strategies and techniques appropriate to the students according to your directions and of others.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

Observer Declaration	
By affixing my signature below I declare that the candidate: _____ Candidate Name Scheduled a discussion with me on: Date: Click or tap to enter a date. Time: And discussed the topics that were stated above.	
Observer's Name:	Signature:
Date: Click or tap to enter a date.	
Observer Details	
Phone Number:	Email Address:
Observer Qualifications:	
Observer Comments (optional feedback to student):	

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
	Quantity	Evidence	Check when complete ➡
PART 1			
Step 1	1	Formal and Informal Structures, and Rights of Students from CALD Backgrounds (workbook)	☐
Step 3	2	Cultural and Language Learning Needs Analysis	☐
	1 for each student		
Step 4	2	Cultural and Language Program Plan	☐
	1 for each student		
Step 5	1	Observer Declaration Form: Cultural and Language Programs	☐
PART 2			
Step 1	2	4 Plus 1 Questions	☐
	1 for each student		
PART 3			
Step 1	2	Meeting Minutes: Profile Meeting	☐
	1 for each student		
			Supplementary: IEP of each student supported
Step 2	1	Curriculum Activity Adjustment	☐
Step 3	1	Observer Declaration Form: Supporting Special Needs	☐

PORTFOLIO 7 –CULTURAL SAFETY

You have learned that cultural safety refers to the effective provision of health services with respect to the Aboriginal and/or Torres Strait Islanders culture. While attending to your roles and responsibilities in your vocational placement centre, you will realise that supporting the promotion of cultural safety is as important as providing support for students with special needs.

This Portfolio will allow you to demonstrate your skills in supporting a safe and inclusive environment by promoting the cultural safety of Aboriginal and/or Torres Strait Islanders.

Your submissions will primarily be made up of different portfolio documents and specified annexes that will help your assessor to evaluate your experiences at the school. Each submission is meant to answer a specific question being asked for in this Portfolio. You must address every part of the question, however, you will not always be given every piece of detail to include.

This assessment must closely involve:

- At least one (1) colleague: a person who is an Aboriginal or Torres Strait Islander or one who has worked closely with Aboriginal or Torres Strait Islander people and communities

You also need to collaborate with at least another person who is part of the Aboriginal and/or Torres Strait Islander community. These can be a parent/carer of a student, or another colleague.

Guidance: You must ask referral from the person from this background whom you will be working with on how you can get access to these people or the community itself.

This assessment will be made up of three (3) parts:

- 1) **Reflection and Research:** This will involve an initial reflection to identify your own cultural biases and perspectives, and a research that will help you be familiar with the culture you will be working with.
- 2) **Community Engagement:** This will involve planning to promote cultural safety in school and in the community, through consultation with Aboriginal and/or Torres Strait Islander peoples.

- 3) **Third-Party Observation:** This document will be verified by your colleague/the person whom you'll be working with, or your supervising teacher according to your discussion with about your role and performance in the workplace during your engagement with Aboriginal and/or Torres Strait Islanders.

The templates that you need to complete for this Portfolio are included in this workbook.

Part I. Reflection and Research

Before you can start promoting cultural safety, it is important to get to know first the issues that can affect the workplace in relation to this. Also as cultural safety involves interaction and engagement with people who have a different cultural perspectives and biases from you, it would be helpful to know about yourself first before identifying with them.

Task

Your task is to make a reflection about some cultural perspectives that vary across different cultures. You will, in turn, have to gather first-hand information about these from the Aboriginal and/or Torres Islander person whom you will be working with.

You will also make a brief research about the cultural safety issues in your workplace, especially those that will involve the social and emotional wellbeing of students from Aboriginal and/or Torres Strait Islander communities.

Step 1 – Reflection:

Fill out the **Cultural Reflections** sheet below with responses about yourself.

The first column has questions or items about cultural and social perspective and biases. Ask yourself the following and write your responses in the second column. Be as honest as possible with your responses. As this is a personal reflection, there will be no right or wrong answers as long as your responses will provide you information about how you could possibly be able to work with the Aboriginal and/or Torres Strait Islander persons or community.

The third column is for the Aboriginal and/or Torres Islander person whom you will be working with. Keep this column **blank** as this will be filled out in the later steps.

CULTURAL REFLECTIONS

Question	You	Aboriginal and/or Torres Strait Islander Person
1. Where were you born?		
2. Where did you grow up?		
3. What racial group do you identify with?		
4. Where does your family live?		
5. How is family defined in your culture?		
6. What language(s) do you speak?		
7. What are the things that you celebrate in your culture?		
8. Are there specific places you go to celebrate in your culture?		
9. How are men and women viewed in your community?		
10. What is your view of spirituality or religion?		
11. What is your view on sickness or illness?		
12. What are the things that you do when a child is ill or sick?		
13. What are the things that you relate with discrimination?		
14. What are the attitudes that you value most as an individual?		
15. What are your attitudes towards working with other cultures?		

Step 2 – Research:

1. Listed in the template below are the **potential impacts** of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients. Provide a brief explanation about each impact as seen in an educational setting.
2. Identify also the **critical issues** that influence relationships and communication among the Aboriginal and/or Torres Strait Islander communities.
3. Make also a brief research on these people's culture and history which includes the following:
 - Impact of European settlement
 - Loss of land and culture
 - Importance of law and kinship

CULTURAL FACTORS AND ISSUES	
Undermining of family	
Undermining of culture	
Racism	
Critical issues that influence relationships and communication with Aboriginal and/or Torres Strait Islander people	
<i>Guidance: Identify at least two (2).</i>	
Culture and History	
Impact of European settlement	<i>Guidance: List at least two (2) impact of European settlement on Aboriginal and/or Torres Strait Islander culture and history</i>
Loss of land and culture	<i>Guidance: List at least two (2) impact of loss of land and culture on service delivery to Aboriginal and/or Torres Strait Islander clients.</i>
Importance of law and kinship	<i>Guidance: List at least two (2) importance of law and kinship to Aboriginal and/or Torres Strait Islander people.</i>

After conducting a personal reflection (Step 1) about your view on your own culture, and conducting a research about the Indigenous culture (Step 2), the next step would be to identify information relevant to the Aboriginal and/or Torres Strait Islander culture.

Developing a sound cultural awareness and knowledge will provide you as a professional the ability to work effectively with colleagues, students and their families who identify as being Aboriginal and/or Torres Strait Islander.

From this point on, it is expected that you have already identified your colleague who is from an Aboriginal or Torres Strait Islander, or the person who has worked closely with Aboriginal or Torres Strait Islander people and communities.

You will be working closely with this person through the rest of the assessment on this Portfolio. Ensure that this person whom you will be working with can also act as a cultural broker for the Aboriginal and/or Torres Strait Islander community.

*Guidance: For the succeeding part of the assessment, your colleague who is from an Aboriginal or Torres Strait Islander, or the person who has worked closely with Aboriginal or Torres Strait Islander people and communities, will be referred to here as **'your colleague/the person'**.*

Step 3:

1. Schedule a discussion with your colleague/the person to help you be familiar with their cultural and social perspectives and biases from their own point of view.
2. Have your colleague/the person answer the **Cultural Reflections** sheet that you have filled out in Step 1. You may ask them to provide responses by interviewing them, or letting them write their own answers on the template.

You may print out a separate copy of the template to provide more space for the responses as long as all questions will be filled out.

3. When you have completed the template, brief your colleague/the person about promoting cultural safety in the workplace as well as in the community. As Aboriginal and/or Torres Strait Islander people are recognised as part of the diverse school environment, it is important that they are also consulted for any health programs to be implemented in school or in the community where their children belong.

4. Discuss with your colleague/person the following points:

- Community protocols for working with Aboriginal and/or Torres Strait Islander communities
 - Identify the rules that their culture have when asking permission or consent to deliver service in the community.
 - Identify the person or people whom they need to communicate with regarding service delivery.
- Cultural safety issues they see in the workplace
- Issues involving the social and emotional well-being/health of students from Aboriginal and/or Torres Strait
- How cultural safety is integrated in the workplace
- Communication techniques and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people
- Responsibilities that can be provided by your colleague/the person to act as cultural broker or community interpreter
 - If your colleague/the person is unable to act as a cultural broker or community interpreter, identify the person whom they can refer to assist in the task.

5. Complete the template **Meeting Minutes: Cultural Safety Issues** based on what you have discussed in this meeting. Access this from **Portfolio 7 folder** of **Education Support Templates** included with this workbook.

Guidance: All the meeting points listed above should be on the meeting minutes or the meeting summary.

You will submit the completed Meeting Minutes template as part of this portfolio. You also submit the Cultural Reflections template with complete responses.

If submitting scanned copy of the document, save them using the filename: Portfolio 7-Part1-MM Cultural.

CULTURAL REFLECTIONS

Question	You	Aboriginal and/or Torres Strait Islander Person
1. Where were you born?		
2. Where did you grow up?		
3. What racial group do you identify with?		
4. Where does your family live?		
5. How is family defined in your culture?		
6. What language(s) do you speak?		
7. What are the things that you celebrate in your culture?		
8. What is your view of time?		
9. How are men and women viewed in your community?		
10. What is your view of spirituality or religion?		
11. What is your view on sickness or illness?		
12. What are the things that you do when a child is ill or sick?		
13. What are the things that you relate with discrimination?		
14. What are the attitudes that you value most as an individual?		
15. What are your attitudes towards working with other cultures?		

Meeting Minutes: Cultural Safety Issues	
Date & time of discussion:	
Attendees: (Have them sign their name)	
Meeting Minutes	
1.	Rules that their culture have when asking permission or consent to deliver service in the community. Identify also the person or people whom they need to communicate with regarding service delivery. <i>Guidance: If possible, indicate the names of the people among the community you need to be in contact with (e.g. the Elders).</i>
2.	Cultural safety issues they see in the workplace (at least 2) <i>Guidance: If there are currently no cultural issues that are seen in the workplace, provide those which can possibly occur in the future.</i>
3.	Issues involving the social and emotional well-being/health of students from Aboriginal and/or Torres Strait (at least 2) <i>Guidance: If there are currently no issues existing in school, provide those which can possibly occur in the future.</i>
4.	Provide examples of how cultural safety is integrated in the workplace (at least 2) Evaluate the extent to which these are integrated.
5.	Communication techniques and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people (at least 2) <i>Guidance: You may provide as many techniques and work practices that will come up during the discussion, but two (2) examples will be satisfactory.</i>

6. Responsibilities that can be provided by your colleague/the person to act as cultural broker or community interpreter (at least 2)

Guidance: Ask your colleague/the person how can they be of assistance when you are to engage in the delivery of service to their community.

Part II. Community Engagement

The discussion time with a person who is an Aboriginal or Torres Strait Islander, or one who has worked closely with Aboriginal or Torres Strait Islander people and communities, would already have provided you information on how you can possibly promote cultural safety not only in school, but also in the community.

Task

After identifying the cultural safety issues that need to be addressed in the school environment, you must now develop strategies that will help improve cultural safety in school, as well as in the Aboriginal or Torres Strait Islander community.

Step 1:

1. Schedule a second discussion with your colleague/the person and with your supervising teacher. Using the information you have gathered from your previous meeting, you are to plan on the following:
 - At least two (2) health programs that can be promoted in school and the community (focus on health of the students)
 - At least one program must focus on addressing the issues for the Aboriginal and/or Torres Strait Islander children's social and emotional well-being/health
 - At least one program can focus on hygiene or nutrition
 - Identify at least two (2) objectives of each program
 - Discuss how you can support the following student protection programs in school: (Responses must be written on **Sheet 2** of the Cultural Safety Planning Sheet.)
 - Stranger danger
 - Safe houses
 - Circle concept
 - Identify resources that will promote partnership towards the target community
 - Strategies that will encourage increased participation of people from the community
 - Strategies that will encourage self-determination and community control in services and programs

- Expected outcomes for measuring effectiveness of planned cultural safety strategies

2. Access the **Cultural Safety Planning Sheet** from **Portfolio 7 folder** of Education Support Templates included with this workbook. Write the responses that have been generated from your discussion on **Sheet 1** of this template.

You are to complete two (2) copies of Sheet 1 of this template, one copy for each health program that you plan to promote.

Guidance: Sheet 2 of the template will only be filled out once.

3. Keep the copies of the completed Cultural Safety Planning Sheets to be used for the next step of the assessment.

Cultural Safety Planning Sheet

Name of Health Program			
Objectives			
How to Support the Program in School/Community			
Resources to promote partnership	Strategies to increase participation	Strategies that will encourage self-determination and community control	Expected outcomes of cultural safety strategies
Supervising Teacher (printed name & signature): _____		Colleague (printed name & signature): _____	Date of Discussion: Click or tap to enter a date.
Sheet 1			

Cultural Safety Planning Sheet		
Stranger Danger	Safe Houses	Circle Concept

To ensure that the promotion of health programs and cultural safety will have a positive outcome in the community (as it will also be promoted in school), you need to have other people from among the Aboriginal and/or Torres Strait Islander community be involved with the evaluation of the programs and services that you have planned.

For this part of the assessment, you need to collaborate with at least one (1) other person who is part of the Aboriginal and/or Torres Strait Islander community. They can be a parent of your student, their carer, or a school staff from this background.

Guidance: You may consider referring to the transcript from Portfolio 1 about the communities existing in your school community, or ask referral from your colleague/the person whom you are working with throughout this assessment.

If possible, instead of just one other person from the community and your colleague/the person, schedule a time for discussion with community members themselves.

Ensure that the person/s who will be evaluating with you have been approved by their relevant local community elders. Consider the protocols you have identified from your previous meeting in Part 1 of this portfolio.

Step 2:

1. Schedule a third discussion with the relevant persons (your colleague/the person and one other) about the **Cultural Safety Planning Sheet** that you have developed. Explain how you intend to support the provision of health programs in school and in their community.

Guidance: Your supervising teacher may or may not be a part of this discussion as long as your colleague/the person would be able to complete an Observer Declaration Form with you.

2. Discuss with them the strategies included in your planning sheet and seek for their feedback. Your colleague/the person can also provide feedback as part of this evaluation. Ask questions that may include but are not limited to the following:
 - Will the proposed strategies work in their community?
 - If not, what are other strategies that will help promote the health program?
 - Were the outcomes provided similar to the expected outcomes of the community?
 - If not, what would be their expectations from the health programs that would especially involve their children in school?

3. Write their responses on the **Community Evaluation** section (Sheet 3) of the **Cultural Safety Planning Sheet**. Fill out Sheet 3 twice, one for each health program that have been discussed.

Have the attendees sign their names on **Sheet 3** of the Cultural Safety Planning Sheet to ensure that they have agreed with the discussion.

You must be able to submit two (2) sets of Sheet 1 and 3 of the Cultural Safety Planning Sheet, one for each health program discussed.

If submitting scanned copies of the documents, collate them in a folder using the filename: Portfolio 7-Part2-CSPS.

Cultural Safety Planning Sheet	
Name of Health Program	
Community Evaluation	
<i>Guidance: Provide the responses and feedback from the members of the community.</i>	
Attendees: (Printed name and signature)	Date of Discussion:
Sheet 3	

Step 3:

1. Complete the **Observer Declaration Form: Cultural Safety** to help you reflect on your role and performance in the workplace during your engagement with person/s from Aboriginal and/or Torres Strait Islander community.
2. Schedule a discussion with your colleague/the person (or your supervising teacher) to verify each of the tasks that you have completed and have them initial on the form.
3. Submitted the completed documents to your assessor. If submitting scanned copies of the documents, save them using the filename: Portfolio 7-Part2-OFCS.

Observer Declaration Form: Cultural Safety

Instruction for Supervisor/Observer

Dear Supervisor/Observer,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page.

Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling on the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance.

Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Discussion Notes	
Date of discussion:	
Name of Observer:	
This section will be completed by the candidate:	Observer Initial:
1. Identify at least two (2) work practices that you have employed to ensure awareness of your own cultural bias when working/interacting with the community/relevant personnel from the community.	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	
2. Describe and give at least two (2) instances on how you have employed communication techniques and work practices to show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people. <i>Guidance: Provide as much as detail as you can to support your description.</i>	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	
3. Describe an instance when you needed to engage with the Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers. Identify the assistance that they have provided. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles.</i>	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	
4. Describe the effectiveness of the partnership you have developed with the people from the community through the feedback you have gathered. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles.</i>	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
Comments:	

5. Describe how you have utilised the resources you have identified in your cultural safety plan to promote partnerships with the members of the community. <i>Guidance: Provide as much as detail as you can to support your description, in accordance to your own roles.</i>	Did the candidate demonstrate this? ☐ Yes: _____ ☐ No: _____
---	---

Observer Declaration

By affixing my signature below I declare that the candidate:

Candidate Name

Scheduled a discussion with me on:

Date: Click or tap to enter a date. Time:

And discussed the topics that were stated above.

Observer's Name:		Signature:
Date:	Click or tap to enter a date.	
Observer Details		
Phone Number:	Email Address:	
Observer Qualifications:		
Observer Comments (optional feedback to student):		

Observer Details

Step 4:

1. Make a written report that summarises your health program plans for the school, as well as for the community. Your report should be based from the discussion conducted with the relevant personnel from the community which includes the programs and delivery strategies that you plan to employ, and their feedback about these.

Write in your report any modifications to the strategies, as proposed by the members of the community, including their own expected outcomes.

2. Write also a personal evaluation about the communication that took place during the third meeting (community engagement). Your evaluation may include your thoughts and feelings while presenting them with your plan, and describe their reactions on these. You may also describe any verbal and non-verbal communication cues that you have observed, and you have employed during the meeting. Reflect also on the practices you have used to ensure awareness of your culture and the culture of the persons from the community.
3. At the end of your reflection, recommend ways on how you can improve communication with these people who may be your clients or colleagues.

Your written report must only be in **300 to 500 words**.

You will submit this to your assessor as part of this portfolio.

If submitting a scanned copy of the documents, save them in a folder using the filename: Portfolio 7-Part2-WrittenReport.

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
	Quantity	Evidence	Check when complete ⇨
PART 1			
Step 1 & 3	1	Cultural Reflections Sheet (workbook)	☐
Step 2	1	Cultural Research template (workbook)	☐
Step 3	1	Meeting Minutes: Cultural Safety Issues	☐
PART 2			
Step 1	2	Cultural Safety Planning Sheet (Sheet 1)	☐
	1 for each health program		
	1	Cultural Safety Planning Sheet (Sheet 2)	☐
Step 2	2	Cultural Safety Planning Sheet: Community Evaluation (Sheet 3)	☐
	1 for each health program		
Step 3	1	Observer Declaration Form: Cultural Safety	☐
Step 4	1	Written Report for Health Program Plans	☐

PORTFOLIO 8 – WORK REFLECTIONS

Just like any workplace situation, working as a teacher aide requires you to undertake different pathways to learning, most of which may be unique to the situation of the school you are assigned in. This hidden curriculum assumes different lessons that could only be learnt once you are immersed in a work environment. This portfolio activity will help you get ahead and be on your way to mastering this hidden curriculum.

Your submissions will primarily be made up of different portfolio documents and specified annexes that will help your assessor evaluate your experiences at the school environment. Each submission is meant to answer a specific question being asked for in this Portfolio. You must address every part of the question, however you will not always be given every piece of detail to include.

This assessment will revolve around portfolio documents that will record and sum up your experiences with students and with colleagues in school. It will also allow you to reflect and gain insights from each experience. You will be specifically working with the following documents:

- 1) **Reflective Diary**, a record of your thoughts and insights gained while working in school
- 2) **Third-Party Observation**, a record of your experiences as verified by your supervising teacher or by other specialised teaching personnel.

The documents that you will be completing with this portfolio work together with all the other portfolios that you have previously worked on.

All templates that you need to complete for this Portfolio are below.

Part I. Reflective Diaries

After gathering data about your students and developing strategies to address the identified areas of concern, it is also important for a teacher aide to reflect on their decisions and actions through the course of the week. Though it is true that the Weekly Activity Record can capture what you did in a week's time, it is also helpful to be able to record your thoughts and feelings during the same time period. This is so that you could allow yourself time to reflect and re-assess your experience and build on the lessons learned.

Task

Your task is to **complete at least six (6) weekly Reflective Diary Sheets** for the duration of your stay at your assigned vocational placement. To complete this task, you will be following specific steps that will not only fortify the outcome for your report but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Guidance: If the allocated schedule for you in your vocational placement centre exceeds the expected number of weeks that you should be performing, then you should submit the same number of weekly Reflective Diary Sheets.

For example, if you are only required by the school to report for a maximum of three to four hours a day, then you would be completing about eight weeks of vocational placement. You must then submit eight (8) weekly Reflective Diary Sheets.

Step 1:

1. Complete a **Reflective Diary sheet** for every week during the duration of your vocational placement. The reflective diary sheet template consists of the following sections:
 - a. Personal Experiences
 - b. Successful Interventions
 - c. Unsuccessful Interventions
 - d. Meaningful Learning Experiences for the Week
 - e. Thoughts, Feelings and Personal Reflections
2. The Reflective Diary updates *must* include activities and time spent with the two (2) students assigned to you, but any activity involving any kind of supportive role in school may be included. Your Reflective Diary will also be checked with your Job Role in Action: Task Log and Observer Declaration Form from Portfolio 2.
3. In at least one (1) of your Reflections, describe your thoughts, feelings and personal reflections on supporting an inclusive environment which revolved around:
 - a. The students with developmental and/or mental health needs
 - b. The students with disabilities and/or special needs
 - c. The students from CALD
 - d. Your colleagues who are from diverse range of backgrounds
4. In at least one (1) of your Reflections, describe your thoughts, feelings and personal reflections regarding the following:
 - a. Your reflection on your own conduct regarding compliance with all legislation, policies, and procedures
 - b. Your personal values and attitudes regarding disability and their potential impact in the workplace, including those with disabilities.
 - c. Your understanding of the rights of students with disabilities and the responsibilities of the education team in their education support work
 - d. Identify and reflect on own social and cultural perspectives and biases
 - e. Describe how you have worked with awareness of own limitations in self and social awareness
 - f. Ways on how you have acted to improve own self and social awareness
 - g. Your own levels of stress and fatigue

- h. Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area
-
- 5. You should also be able to describe in your Reflections the inclusive work practices that you have employed, and how it benefitted educational outcomes. You may refer these from the results of the observations you've had with the students you supported.
 - 6. To complete this step, you must have already filled up at least six (6) Reflective Diary updates during the course of your vocational placement. Have your supervising teacher sign the end of each of your Reflective Diary Sheets.

Submit at least six (6) Reflective Diary updates to your assessor as part of this portfolio.

If submitting scanned copies of the documents, collate them in a folder using the filename: Portfolio 8-Part1-RDS.

Reflective Diary Sheet	
Name:	
From Start Date: Click or tap to enter a date. to End Date: Click or tap to enter a date.	Week No.
Personal Experiences. <i>Provide a summary of your experiences in school during the week.</i>	
Successful Interventions. <i>Provide description/s of any successful interventions that you have provided when supporting the students in school.</i>	
Unsuccessful Interventions. <i>Provide description/s of you any unsuccessful interventions that you have provided when supporting the students in school.</i>	
Meaningful Learning Experiences for the Week. <i>Describe any experience/s during this week that you find meaningful.</i>	
Thoughts, Feelings and Reflections <i>Describe your thoughts, feeling and other reflections from your experience during this week.</i>	
Supervising Teacher: _____ Date: Click or tap to enter a date.	

Part II. Third Party Observations

In addition to self-reflection, another important facet to growing as a teacher aide is hinged on getting feedback from the people around you, especially from your supervising teacher. Although a lot of learning comes from experience, it also happens as a result of constant consultation and in improving one's self.

This portfolio section is designed to help you look at other dimensions in your role as a support teacher and to highlight important sections that will make you grow better into your work role.

Task

Your tasks are to seek feedback from your **supervising teacher and colleagues** to know on how you have conducted your tasks while working with them, and to **complete an Observer Declaration Form: Work Reflections** for the duration of your stay at your assigned vocational placement and in consultation with your **supervising teacher**.

To complete this task, you will be following specific steps that will not only fortify the outcome for your report but also give evidence of skills and knowledge for this specific job role. This portfolio activity will walk you through each step and the required outcomes for each.

Step 1:

Have your supervisor and at least two (2) of your colleagues respond to a Feedback Form about how you have fared while working with them. Access this from **Portfolio 8 folder** of **Education Support** Templates included with this workbook

Encourage them to provide remarks/comments on the fields after each criteria provided.

Submit three (3) copies of this Feedback Form as part of this Portfolio. If submitting scanned copies of the documents, collate them in a folder using the filename: Portfolio 8-Part2-Feedback.

FEEDBACK FORM			
Candidate's Name:			
FOR THE SUPERVISOR/COLLEAGUE: <i>Check if the candidate has demonstrated the following during the course of his/her vocational placement. Your general comment at the end of this checklist is highly encouraged.</i>	S	NYS	Supervisor's Comments
1. The candidate uses a range of communication styles to respect the diversity of the school.	☐	☐	
2. The candidate uses a range of communication styles to reflect the diversity of the school.	☐	☐	
3. The candidate engages in work practices that are inclusive (e.g. encouraging participation, involving others in decision-making others, respecting colleagues and student, appreciating cultural and social differences etc.)	☐	☐	
4. The candidate engages in work practices that benefit educational outcomes.	☐	☐	
5. The candidate uses effective communication strategies to prevent misunderstanding.	☐	☐	
6. The candidate seeks feedback when difficulties arise.	☐	☐	
7. The candidate communicates effectively through active listening.	☐	☐	
8. The candidate communicates effectively through clarifying information.	☐	☐	
9. The candidate has developed positive interpersonal relationships with the members of the school community (i.e. students, school staff, and parents/carers).	☐	☐	
10. The candidate uses verbal communication constructively to establish, develop and	☐	☐	

maintain effective relationships, mutual trust and confidence.			
11. The candidate uses non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence.	☐	☐	
Form completed by:		Date:	
Contact phone:	Email address:		

Step 2:

1. At any point during the vocational placement, you must complete the **Observer Declaration Form: Work Reflections**. This is a document designed to direct you towards experiences that will help you in your journey to become a better support teacher.

It is advised that you complete the tasks weekly then schedule a weekly consultation with your supervising teacher to verify each completed task. Your supervising teacher will be verifying whether you've completed the task or not, and whether the tasks were appropriate to the school policies and procedures and to the developmental needs of the students.

2. You must use other portfolio documents to substantiate your answers in the Observer Declaration Form for this step. You can use Anecdotal Records, Weekly Activity Records, and your Reflective Journal to give additional evidence of task completion to your supervising teacher.

To complete this step, you must complete the **Observer Declaration Form: Work Reflections** within the duration of your vocational placement. Access this from **Portfolio 8 folder** of **Education Support Templates** included with this workbook.

If submitting scanned copies of the documents, save them in using the filename: Portfolio 8-Part1-OFWR.

Observer Declaration Form: Work Reflections

Instruction for Supervisors

Dear Supervisor,

Thank you for agreeing to act as the candidate's observer for this project. Kindly read through the instructions below to guide you in fulfilling your role as an observer for this assessment activity.

Your role as an observer

You are asked to observe and testify that the candidate has completed the tasks described in this form, and to document the quality of the candidate's workplace performance by completing the observation form that begins on the next page.

Before you complete this form, please:

- Read through the observation form (starts on the next page)
- Discuss any queries about the observation form with the candidate. If the candidate cannot answer your questions about the observation form, you may contact Inspire Education at 1800 506 509. We'll be happy to help!

Make specific, written comments about the candidate's performance, as well as ticking the boxes and initialling on the requirements met. These comments are valuable evidence of the candidate's competency—where they are not provided, the candidate's assessor may contact you directly to get more information about the candidate's performance.

Complete all parts of the checklist, including signing the observer declaration on the last page of the form. Once done, return the completed checklist to the candidate.

Student Declaration

By affixing my signature below I declare that I have performed the tasks outlined below and that I have provided a true and accurate record of my performance in the completion of this assignment.

Student Name:

Student Signature:

Date Completed:

Note to the candidate: The following outlines the performance evidence requirements relevant to the units included in this workbook. Provide the details required below to document your successful completion of each requirement, and have your supervisor/qualified observer confirm your documentation by signing in the spaces provided in the form.

Note to the supervisor/qualified observer: By initialling the boxes below you are confirming that you have observed the student demonstrating their ability to satisfactorily and consistently complete all the tasks outlined below according to the provided description (in blue text), and cope with contingencies related to the tasks.

Observation Form	
This section will be completed by the candidate:	Supervisor Initial:
1. Describe an instance on how you have demonstrated value and respect for diversity and inclusiveness in your workplace. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
2. Describe and give at least three (3) examples of non-verbal cues demonstrated by students and colleagues. At least two (2) of these instance should involve interaction with at least two (2) students, and one (1) with your colleagues. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher. The instances may have occurred while you were supporting the students, and during consultations with your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
3. Describe and give at least three (3) examples of non-verbal communication and cues that you have used when interacting with the students you have supported, and with your colleagues. At least two (2) of these instance should involve interaction with at least two (2) students, and one (1) with your colleagues. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher. The instances may have occurred while you were supporting the students, and during consultations with your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
4. Describe and give at least two (2) instances when you have effectively collaborated with your supervising teacher or other appropriate personnel regarding the special requirements of the students that you have supported. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher. The instances may</i>	Did the student demonstrate this task?

<i>have occurred while you were supporting the students, and during consultations with your supervising teacher.</i>	☐ Yes: _____ ☐ No: _____
Comments:	
5. Describe and give at least two (2) instances when you have - encouraged, - acknowledged, and - acted upon constructive feedback from your supervising teacher. Cite examples of the feedback that you have received from your supervising teacher. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
6. Describe and give at least two (2) examples of how you have managed time to provide effective support to the students who were assigned to you. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
7. Describe and give at least two (2) instances when misunderstanding could have possibly occurred while you are in the workplace. Explain how you have effectively communicated to prevent misunderstanding, either with your colleague or with the students that you have supported. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher. Your responses should include interaction that occurred with students, colleagues, or parents/carers from CALD.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

8. Describe and give an instance when a language barrier existed while you were interacting with your colleagues, students, or their parents/carers. Identify at least two (2) communication strategies that you have used to effectively communicated with them. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher. Your responses may include interaction that occurred with students, colleagues, or parents/carers from CALD.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
9. Describe and give at least (2) instance when you applied the policy, regulatory and legal requirements when working with students with disability. Cite the requirements that you have followed. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher. Refer also to the policy, regulatory and legal requirements of the school about students with disabilities.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
10. Describe and give at least (2) instances when you have demonstrated a commitment to access and equity principles when working with students with disability. Cite the principles that you have followed, in accordance with the school's policies. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
11. Identify at least two (2) personal values and attitudes that you have about working with students with disability. Cite examples on how you have demonstrated these at the course of your vocational placement. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

12. Describe and give at least two (2) instances how you have developed and adjusted your own approaches to facilitate the empowerment of students with disability. Cite at least two (2) examples of these approaches that you have used. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher, especially those that included working with students with disabilities.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
13. Describe an instance on how you have shared information with others to facilitate student support, in accordance with relevant procedures, guidelines and protocols. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher. Refer also to the school's relevant procedures, guidelines and protocols especially those that included working with students with disabilities.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
14. Describe and give at least two (2) instances when you have evaluated risk situations for students with disabilities and/or special needs. Outline the steps that you followed to complete this task. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
15. Identify at least two (2) problems that you have encountered while working with students with disabilities and/or special needs. Specify the solutions you have selected to effectively resolve the problems. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

16. Identify at least two (2) written information from students with disabilities and/or special needs that you have interpreted. Describe how you have interpreted each information. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
17. Identify at least two (2) verbal directions from students with disabilities and/or special needs that you have interpreted. Describe how you have interpreted each information. <i>Guidance: Give as many details as possible. Refer to previous portfolio documents to substantiate task completion to your supervising teacher.</i>	Did the student demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
This section to be verified by the supervisor:	Supervisor Initial:
18. The candidate has displayed respectful interactions with all students, including maintaining confidentiality.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
19. The candidate has showed respect, empathy and acceptance for individual differences in dealings with students.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

20. The candidate has encouraged students in ways which promote their positive self-concept and self-esteem.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
21. The candidate has communicated effectively with students with disabilities, teachers, and parents/carers.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
22. The candidate has demonstrated empathy and sensitivity to diversity of students with disabilities and/or special needs.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
23. The candidate has managed time to provide effective support to learners as according to your guidance.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	
24. The candidate has communicated positively and respectfully with students in all situations.	Did the candidate demonstrate this task? ☐ Yes: _____ ☐ No: _____
Comments:	

Observer Declaration

By affixing my signature below I declare that the candidate:

Candidate Name

Scheduled a discussion with me on:

Date: Click or tap to enter a date. Time:

And discussed the topics that were stated above.

Observer's Name:		Signature:
Date:	Click or tap to enter a date.	
Observer Details		
Phone Number:	Email Address:	
Observer Qualifications:		
Observer Comments (optional feedback to student):		

Observer Details

Evidence Checklist

At the end of this Portfolio, ensure that you have completed the following documents/templates for submission:			
Quantity		Evidence	Check when complete ➞
PART 1			
Step 1	at least 6 (one for each week)	Reflective Diary Sheets	☐
PART 2			
Step 1	3	Feedback Form from Colleagues and Supervising Teacher	☐
	2 from colleague		
	1 from supervising teacher		
Step 2	1	Observer Declaration Form: Work Reflections	☐

Task and Evidence Checklist

Task Description	Document/Folder Filename	Description	Check when submitted ➡	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Vocational Placement Log Candidate has completed at least 100 hours of vocational placement attendance as confirmed by Supervisor.	Education Support Vocational Placement Log	Vocational Placement Log	☐	☐ Yes ☐ No Remarks:
Portfolio 1: Getting to Know Your School				
Part 1: Standards, Policies, and Procedures Matrix (Supplementary documents) Candidate has accessed/obtained copies/submitted a copy of ALL documents* containing the standards, policies, and procedures (or their close counterparts) from their vocational placement centre. See list of documents in the 'Description' column.	Portfolio 1-Part1-OrgDocuments (folder filename)	Supplementary Documents: • Staff Handbook • Student Code of Conduct or Student Handbook • Work Health & Safety Policies and Procedures • Behavioural Management policies (e.g. bullying, school visits, scheduling) • Specific school procedures (e.g. administrative, student attendance)	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ⇅	Assessor has confirmed the task with Supervisor
<i>*Note: The candidate has indicated in the completed template any standard, policy or procedure that are part of one or more workplace documents.</i> <i>The number of documents submitted will vary according to the student's vocational placement centre.</i>		• Policies and procedures relating to communicating with and about students • Organisation protocols for Internet access • Policies and procedures relating to handling student information and confidentiality • Policies and procedures relating to working with students with disabilities • Any document that you think may be relevant as a standard, policy, or procedure		
Part 1: Organisational Standards, Policies, and Procedures Matrix (workbook template) <i>Candidate has accessed/obtained copies and identified the documents containing the standards, policies and procedures of their vocational placement centre.</i>	Responses to be provided in the Skills Workbook. Please see Portfolio 1: Part 1 of the Skills Workbook	☐	☐ Yes ☐ No	Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ⇅	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Part 2: Transcript: The School and Its Community Candidate has conducted an interview with the Supervisor or relevant personnel about the school's population. The interview contained information about the existing cultural and linguistic diversity in the school.	Portfolio 1-Part2-Transcript	Interview Transcript	☐	☐ Yes ☐ No Remarks:
Portfolio 2: Daily Routine				
Check Yes/No if completed				
Part 1: Step 1: Job Role and Responsibilities (Supplementary documents) Candidate has accessed/obtained copies/submitted a copy of workplace documents* containing information about the legislation, guidelines or professional conduct, industrial award(s), and certified agreement(s) relevant to their job role.	Portfolio 2-Part1-JobRoleDocuments (folder filename)	Supplementary Documents: • Job description for teacher aides • Industrial award that applies to teacher aide (at least one) • Certified agreement/s relevant to the role • Guidelines or professional conduct that applies to the job role	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➡	Assessor has confirmed the task with Supervisor
See list of documents in the 'Description' column. <i>*The number of documents submitted will vary according to the student's vocational placement centre.</i>				
Part 1: Step 2: Job Role and Responsibilities (Meeting) Candidate has attended a meeting with their Supervisor to clarify and confirm their understanding of the legislation, policies, industrial requirements, roles and responsibilities relating job to their job role.	Portfolio 2-Part1-Meeting1	Meeting Minutes	☐	☐ Yes ☐ No
				Remarks:
Part 2: Step 1: Job Role in Action Candidate has performed all the tasks documented in the Third-Party Report Form as confirmed by the Supervisor.	Portfolio 2-Part2-ObserverForm	Observer Declaration Form	☐	☐ Yes ☐ No
				Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➡	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Part 2: Step 2: Job Role in Action Candidate has performed all the tasks documented in the Supervisor Feedback Form as observed by the Supervisor.	Portfolio 2-Part2-SupervisorFeedback	Supervisor Feedback Form	☐	☐ Yes ☐ No Remarks:
Portfolio 3: Student Cases				
Part 1: Initial Reports: Student Profiles Step 1: Student Profile Observation Matrix Candidate has observed the behaviours of at least two students in terms of developmental domains and documented these observations as required.	Portfolio 3-Part1-SPO1 (folder filename)	For Student 1:	☐	☐ Yes ☐ No Remarks:
		Physical Domain		
		Cognitive Domain		
		Language Domain		
		Social Domain		
		Emotional Domain		
	Portfolio 3-Part1-SPO2 (folder filename)	For Student 2:	☐	☐ Yes ☐ No Remarks:
		Physical Domain		
		Cognitive Domain		
		Language Domain		

Task Description	Document/Folder Filename	Description	Check when submitted ➡	Assessor has confirmed the task with Supervisor
Part 1: Initial Reports: Student Profiles Step 2: Student Profile Portfolio Matrix Candidate has accessed/obtained copies of at least three portfolio documents from each of the two student's records in school. The documents correspond with those identified in the Student Profile Portfolio Matrices.	Portfolio 3-Part1-SPM1 (folder filename)	Social Domain	☐	☐ Yes ☐ No Remarks:
		Emotional Domain		
		For Student 1:		
		Physical Domain		
		Cognitive Domain		
		Language Domain		
	Portfolio 3-Part1-SPM2 (folder filename)	Social Domain	☐	☐ Yes ☐ No Remarks:
		Emotional Domain		
		For Student 2:		
		Physical Domain		
		Cognitive Domain		
		Language Domain		
		Social Domain		
		Emotional Domain		

Task Description	Document/Folder Filename	Description	Check when submitted ➔	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Part 2: Daily Anecdotal Records Step 1: Student Profile Portfolio Matrix Candidate has observed the behaviours of at least two students as documented in the completed Anecdotal Records. The observation has been confirmed with the Supervisor.	Portfolio 3-Part2-AR1 (folder filename)	For Student 1:	☐	☐ Yes ☐ No
		Anecdotal Record 1		Remarks:
		Anecdotal Record 2		
		Anecdotal Record 3		
		Anecdotal Record 4		
	Portfolio 3-Part2-AR2 (folder filename)	For Student 2:	☐	☐ Yes ☐ No
		Anecdotal Record 1		Remarks:
		Anecdotal Record 2		
		Anecdotal Record 3		
		Anecdotal Record 4		
Part 2: Daily Anecdotal Records Step 2: Behaviour Tracking Matrices Candidate has completed the required document and is consistent with the observed behaviours of at least two students	Portfolio 3-Part2-BTM1 (folder filename)	For Student 1: Behaviour Tracking Matrix	☐	☐ Yes ☐ No
	Portfolio 3-Part2-BTM2	For Student 2:		☐ Yes ☐ No

Task Description	Document/Folder Filename	Description	Check when submitted ➡	Assessor has confirmed the task with Supervisor
as documented in the completed Anecdotal Records. The observation has been confirmed with the Supervisor.	(folder filename)	Behaviour Tracking Matrix	☐	Remarks:
Part 2: Daily Anecdotal Records Step 3: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party Report Form as confirmed by the Supervisor.	Portfolio 3-Part2-OFAR1 (folder filename)	For Student 1: Observer Declaration Form: Anecdotal Record	☐	☐ Yes ☐ No Remarks:
	Portfolio 3-Part2-OFAR2 (folder filename)	For Student 2: Observer Declaration Form: Anecdotal Record	☐	☐ Yes ☐ No Remarks:
	Portfolio 3-Part2-BPS1 (folder filename)	For Student 1: Behaviour Planning Sheet	☐	☐ Yes ☐ No Remarks:
	Portfolio 3-Part2-BPS2	For Student 2:		☐ Yes ☐ No

Task Description	Document/Folder Filename	Description	Check when submitted ➞	Assessor has confirmed the task with Supervisor
complete the Behaviour Planning Sheet for each of the two students. The Supervisor has also confirmed the candidate's implementation of the strategies in the Behaviour Planning Sheet.	(folder filename)	Behaviour Planning Sheet	☐	Remarks:
Part 3: Weekly Activity Records Step 1: Candidate has performed all activities they have documented in their Weekly Activity Records as observed by the Supervisor.	Portfolio 3-Part3-WeeklyRecord (folder filename)	Weekly Activity Record 1	☐	☐ Yes ☐ No
		Weekly Activity Record 2		Remarks:
		Weekly Activity Record 3		
		Weekly Activity Record 4		
		Weekly Activity Record 5		
		Weekly Activity Record 6		
Part 3: Weekly Activity Records Step 2 & 3: Activity Planning Sheet Candidate has consulted with the Supervisor in order to complete the three Activity Planning Sheets. The Supervisor has also confirmed the candidate's implementation of the strategies in the Activity Planning Sheet.	Portfolio 3-Part3-APS (folder filename)	Activity Planning Sheet: Physical Domain	☐	☐ Yes ☐ No
		Activity Planning Sheet: Social and/or Emotional Domain		Remarks:
		Activity Planning Sheet: Language and/or Cognitive Domain		

Task Description	Document/Folder Filename	Description	Check when submitted ➡	Assessor has confirmed the task with Supervisor
Portfolio 4: Literacy Program				Check Yes/No if completed
Part 3: Weekly Activity Records Step 4: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party Report Form as confirmed by the Supervisor.	Portfolio 3-Part3-OFAPS	Observer Declaration Form: Activity Planning Sheet	☐	☐ Yes ☐ No Remarks:
Portfolio 4: Literacy Program				Check Yes/No if completed
Part 1: Planning and Preparation (Supplementary documents) Candidate has accessed/obtained copies/submitted a copy of workplace documents* containing information on the school's literacy programs, including the individualised education programs/plans for each of the two students the candidate is supporting. See list of documents in the 'Description' column.	Portfolio 4-Part1-LitProgDocuments (folder filename)	Supplementary Documents: - At least two (2) different literacy lesson plans from the supervising teacher - At least one (1) copy of a curriculum document relating to literacy programs - IEP of each of the two students	☐	☐ Yes ☐ No Remarks:
Part 1: Planning and Preparation	Portfolio 4-Part1-LIT		☐	☐ Yes ☐ No

Task Description	Document/Folder Filename	Description	Check when submitted ➤	Assessor has confirmed the task with Supervisor
Step 1: Lesson Inspection Template Candidate has accessed workplace documents required for completing the Lesson Inspection Plan as confirmed by the Supervisor.		Lesson Inspection Template		Remarks:
Part 1: Planning and Preparation Step 2: Meeting Candidate has reviewed the IEP of two students in relation to their literacy goals. They have also attended a meeting with the Supervisor to discuss about the literacy programs for implementation.	Portfolio 4-Part1-MMLiteracy	Meeting Minutes: Literacy Program	☐	☐ Yes ☐ No Remarks:
Part 2: Implementing a Literacy Program Step 1: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party Report Form, i.e. implementing the school's literacy program as confirmed by the Supervisor.	Portfolio 4-Part2-OLitProg	Observer Declaration Form: Literacy Program Implementation	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ↗	Assessor has confirmed the task with Supervisor
Portfolio 4: Literacy Program			Check Yes/No if completed	
Part 2: Implementing a Literacy Program Step 2: Literacy Program Activity Record Candidate has implemented the literacy program as described in the literacy program activity record, and as verified by the Supervisor.	Portfolio 4-Part2-LPAR	Literacy Program Activity Record	☐	☐ Yes ☐ No
				Remarks:
Part 3: Student Needs Step 1: Anecdotal Records Candidate has observed two students under the literacy program as recorded in the anecdotal records. They have also accessed/obtained a copy of the literacy skills checklist as confirmed by the Supervisor.	Portfolio 4-Part3-AR1 (folder filename)	Anecdotal Record 1	☐	☐ Yes ☐ No
		Anecdotal Record 2		Remarks:
		Literacy Skills Checklist		
	Portfolio 4-Part3-AR2 (folder filename)	Anecdotal Record 1	☐	
		Anecdotal Record 2		
		Literacy Skills Checklist		
Part 3: Student Needs Step 2: Literacy Skills Research Candidate has completed the Literacy Skills Research template included in the workbook.	Responses to be provided in the Skills Workbook. Please see Portfolio 4: Part 3 of the Skills Workbook		☐	☐ Yes ☐ No
				Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➤	Assessor has confirmed the task with Supervisor
Part 3: Student Needs Step 3: Meeting Candidate has attended a meeting with their Supervising teacher and another education personnel to discuss about the learning needs of the two students under the literacy program.	Portfolio 4-Part3-MMNeeds1	Meeting Minutes for Student 1	☐	☐ Yes ☐ No Remarks:
	Portfolio 4-Part3-MMNeeds2	Meeting Minutes for Student 2	☐	
Part 3: Student Needs Step 4: Online Research Candidate has conducted an Online Research template and has consulted at least two school personnel and two other students to complete the research, as confirmed by the Supervisor. Candidate has also completed the required information on the Information Check Template.	Portfolio 4-Part3-ORT	Online Research Template	☐	☐ Yes ☐ No Remarks:
	Portfolio 4-Part3-ICT	Information Check Template	☐	
Part 3: Student Needs Step 5 & 6: Activity Planning Sheet Candidate has completed two Activity Planning Sheets for the literacy program, one for each student, in consultation with the Supervisor.	Portfolio 4-Part3-LPAS1	For Student 1: Literacy Program Activity Planning Sheet	☐	☐ Yes ☐ No Remarks:
	Portfolio 4-Part3-LPAS2	For Student 2: Literacy Program Activity Planning Sheet	☐	

Task Description	Document/Folder Filename	Description	Check when submitted ➤	Assessor has confirmed the task with Supervisor
The strategies that have been planned were implemented in class as observed by the Supervisor.				
Part 3: Student Needs Step 7: Student Reports Candidate has completed a two to three page report for each who they have observed and supported during the literacy program. The Supervisor has confirmed that the reports submitted are true and accurate and in accordance with the school's policies and procedures.	Portfolio 4-Part3-Report1	Observation Report for Student 1	☐	☐ Yes ☐ No Remarks:
	Portfolio 4-Part3-Report2	Observation Report for Student 2	☐	
Portfolio 5: Numeracy Program				Check Yes/No if completed
Part 1: Implementing a Numeracy Program (Supplementary Documents) Candidate has accessed/obtained copies/submitted a copy of workplace documents containing information on the school's numeracy programs.	Portfolio 5-Part1-NumProgDocs	Supplementary Documents: • Copy of the lesson plan/s to be implemented • At least one (1) copy of a curriculum document relating to the numeracy program	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ⇄	Assessor has confirmed the task with Supervisor
See list of documents in the 'Description' column.				

Task Description	Document/Folder Filename	Description	Check when submitted ⇅	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Part 1: Implementing a Numeracy Program Step 1: Mathematics Activity Templates Candidate has accessed/obtained copies/submitted lesson plans and curriculum document relating to the school's numeracy programs. The completed Mathematics Activity Templates were based from these documents and in consultation with the Supervisor.	Portfolio 5-Part1-MAT	Mathematics Activity Templates: • Understanding of Numbers • Use of Number Computation • Measurement • Numerical Data	☐	☐ Yes ☐ No
				Remarks:
Part 1: Implementing a Numeracy Program Step 2 & 3: Activity Planning Sheet: Learning Styles Candidate has collaborated with the Supervisor in planning the numeracy program for the students in terms of learning styles. The strategies planned have been implemented as observed and confirmed by the Supervisor.	Portfolio 5-Part1-APS1	Activity Planning Sheet: Learning Styles 1 (activity 1)	☐	☐ Yes ☐ No
	Portfolio 5-Part1-APS2	Activity Planning Sheet: Learning Styles (activity 2)	☐	Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ↗	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Part 1: Implementing a Numeracy Program Step 4: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party Report Form, i.e. implementing the school's numeracy program as confirmed by the Supervisor.	Portfolio 5-Part1-OFNumProg1	Observer Declaration Form: Numeracy Program Implementation	☐	☐ Yes ☐ No
				Remarks:
Part 2: Student Needs Step 1: Anecdotal Records Candidate has observed two students under the numeracy program as recorded in the anecdotal records. They have also accessed/obtained a copy of the numeracy skills checklist as confirmed by the Supervisor.	Portfolio 5-Part2-ARNum1 (folder filename)	Anecdotal Record 1	☐	☐ Yes ☐ No
		Anecdotal Record 2		Remarks:
		Numeracy Skills Checklist		
	Portfolio 5-Part2-ARNum2 (folder filename)	Anecdotal Record 1	☐	
		Anecdotal Record 2		
		Numeracy Skills Checklist		
Part 2: Student Needs Step 2: Meeting: Identifying Student Needs Candidate has attended a meeting with their Supervising teacher and another education personnel to	Portfolio 5-Part2-MMNumNeeds1	Meeting Minutes for Student 1	☐	☐ Yes ☐ No
	Portfolio 5-Part2-MMNumNeeds2	Meeting Minutes for Student 2	☐	Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ⇅	Assessor has confirmed the task with Supervisor
discuss about the learning needs of the two students under the numeracy program.				
Part 2: Student Needs Step 3: Meeting: Strategy Modification Candidate has attended a meeting with their Supervising teacher and another education personnel to discuss about modification strategies for the two students under the numeracy learning program.	Portfolio 5-Part2-MMStrat1	Meeting Minutes for Student 1	☐	☐ Yes ☐ No Remarks:
	Portfolio 5-Part2-MMStrat2	Meeting Minutes for Student 2	☐	
Part 2: Student Needs Step 4: Implementation of Strategies Candidate has implemented the strategies discussed from the meeting as observed and confirmed by the Supervisor.	Responses to be provided in the Skills Workbook. Please see Portfolio 5: Part 2 of the Skills Workbook		☐	☐ Yes ☐ No Remarks:
Part 2: Student Needs Step 5: Mathematics Student Progress Report Candidate has completed two progress reports, one for each	Portfolio 5-Part2-PR1	Mathematics Student Progress Report for Student 1	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➤	Assessor has confirmed the task with Supervisor
student whom they have observed and supported during the numeracy program. The Supervisor has confirmed that the reports submitted are true and accurate and in accordance with the school's policies and procedures.	Portfolio 5-Part2-PR2	Mathematics Student Progress Report for Student 2	☐	
Portfolio 6: Supporting Students with Special Needs				Check Yes/No if completed
Part 1: Cultural and Language Programs Step 1: Formal and Informal Structures Candidate has accurately gathered information about the school's formal and informal structures, including the rights of students from CALD backgrounds, as specified in the workbook template. This has been confirmed by the Supervisor as true and correct.		Responses to be provided in the Skills Workbook. Please see Portfolio 6: Part 1 of the Skills Workbook	☐	☐ Yes ☐ No Remarks:
Part 1: Cultural and Language Programs	Portfolio 6-Part1-LNA1	Cultural and Language Learning Needs Analysis for Student 1	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➤	Assessor has confirmed the task with Supervisor
Step 2 & 3: Cultural and Language Learning Needs Analysis Candidate has conducted a focus-group discussion with two students from CALD backgrounds. The information gathered is reflected in the completed Cultural and Language Learning Needs Analysis submitted by the student.	Portfolio 6-Part1-LNA2	Cultural and Language Learning Needs Analysis for Student 2	☐	
Part 1: Cultural and Language Programs Step 4: Cultural and Language Program Plan Candidate has planned with the Supervisor the Cultural and Language Programs to be implemented in class.	Portfolio 6-Part1-CLPP1	Cultural and Language Program Plan for Student 1	☐	☐ Yes ☐ No Remarks:
	Portfolio 6-Part1-CLPP2	Cultural and Language Program Plan for Student 2	☐	
Part 1: Cultural and Language Programs Step 5: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party Report Form, i.e. implementing the	Portfolio 6-Part1-OFCLP	Observer Declaration Form: Cultural and Language Programs	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ⇅	Assessor has confirmed the task with Supervisor
cultural and language programs as confirmed by the Supervisor.				

Task Description	Document/Folder Filename	Description	Check when submitted ⇅	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Part 2: Person-Centred Approach Step 1: 4 Plus 1 Questions Candidate has discussed with the Supervisor and each of the two students with disabilities and/or special needs using person-centred approach.	Portfolio 6-Part2-PCA1	4 Plus 1 Questions for Student 1	☐	☐ Yes ☐ No Remarks:
	Portfolio 6-Part2-PCA1	4 Plus 1 Questions for Student 2	☐	
Part 3: Profile Meeting Step 1: Meeting	Portfolio 6-Part3-PM1	Meeting Minutes for Student 1	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➤	Assessor has confirmed the task with Supervisor
Candidate has attended a profile meeting for the two students with disabilities and/or special needs with their Supervisor.	Portfolio 6-Part3-PM2	Meeting Minutes for Student 2	☐	Remarks:
Candidate has also accessed each of the student's IEPs, relevant documentation and their Education Adjustment Program profile in line with the meeting.	Supplementary Document: IEP of each student supported		☐	

Task Description	Document/Folder Filename	Description	Check when submitted ➤	Assessor has confirmed the task with Supervisor
Check Yes/No if completed				
Part 3: Profile Meeting Step 2: Curriculum Activity Adjustment	Portfolio 6-Part3-CAA	Curriculum Activity Adjustment	☐	☐ Yes ☐ No
Candidate has collaborated with the Supervisor in planning for the class activities to achieve the personal goals of each of the two students. The strategies planned have been implemented in class as observed by the Supervisor.				Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ⇅	Assessor has confirmed the task with Supervisor
Candidate has also discussed with each of the two students to gather their insights about the strategies used during the learning activities.				
Part 3: Profile Meeting Step 3: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party Report Form, i.e. supporting students with disabilities and/or special needs as confirmed by the Supervisor.	Portfolio 6-Part3-OFSSN	Observer Declaration Form: Supporting Special Needs	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➔	Assessor has confirmed the task with Supervisor
Portfolio 7: Cultural Safety				Check Yes/No if completed
Part 1: Reflection and Research Step 1 & 3: Reflection Candidate has completed the Cultural Reflections Sheet.		Responses to be provided in the Skills Workbook. Please see Portfolio 7: Part 1 of the Skills Workbook	☐	☐ Yes ☐ No Remarks:
Part 1: Reflection and Research Step 2: Research Candidate has completed the research template on the workbook regarding the Aboriginal and/or Torres Islander culture and history.		Responses to be provided in the Skills Workbook. Please see Portfolio 7: Part 1 of the Skills Workbook	☐	☐ Yes ☐ No Remarks:
Part 1: Reflection and Research Step 3: Meeting Candidate has attended a meeting with at least one colleague/person who is from an Aboriginal and/or Torres Strait Islander background.	Portfolio 7-Part1-MM Cultural	Meeting Minutes: Cultural Safety Issues	☐	☐ Yes ☐ No Remarks:
Part 2: Community Engagement Step 1: Cultural Safety Planning Candidate has attended a second discussion with at least one colleague/person who is from an Aboriginal and/or Torres Strait	Portfolio 7-Part2-CSPS (folder filename)	Cultural Safety Planning Sheet (one for each health program)	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ➡	Assessor has confirmed the task with Supervisor
Islander background to discuss about strategies for improving cultural safety in school.				
Part 2: Community Engagement Step 2: Cultural Safety Planning Candidate has attended a third discussion with at least one colleague/person who is from an Aboriginal and/or Torres Strait Islander background to discuss about strategies for improving cultural safety in school, as part of community evaluation,			☐	☐ Yes ☐ No Remarks:
Part 2: Community Engagement Step 3: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party Report Form, i.e. implementing the cultural and language programs as confirmed by the Supervisor.	Portfolio 7-Part2-OFCS	Observer Declaration Form: Cultural Safety	☐	☐ Yes ☐ No Remarks:
Part 2: Community Engagement		Written Report	☐	☐ Yes ☐ No

Task Description	Document/Folder Filename	Description	Check when submitted ➞	Assessor has confirmed the task with Supervisor
Step 4: Report and Reflections Candidate has submitted a written report about the health programs planned for the school and the community, including their personal reflections.	Portfolio 7-Part2-WrittenReport			Remarks:
Portfolio 8: Work Reflections				Check Yes/No if completed
Part 1: Reflective Diaries Step 1: Reflective Diary Sheet Candidate has performed all activities they have noted in their reflective diary sheets, as confirmed by the Supervisor.	Portfolio 8-Part1-RDS (folder filename)	Reflective Diary Sheets (at least six, or one per week)	☐	☐ Yes ☐ No Remarks:
Part 2: Third-Party Observations Step 1: Feedback Form Candidate has submitted three feedback forms completed by their Supervisor and at least two colleagues.	Portfolio 8-Part2-Feedback	Feedback Form (Colleague 1)	☐	☐ Yes ☐ No Remarks:
		Feedback Form (Colleague 2)	☐	
		Feedback Form (Supervisor)	☐	
Part 2: Third-Party Observations Step 2: Observer Declaration Form Candidate has performed all the tasks documented in the Third-Party	Portfolio 8-Part1-OFWR	Observer Declaration Form: Work Reflections	☐	☐ Yes ☐ No Remarks:

Task Description	Document/Folder Filename	Description	Check when submitted ⇄	Assessor has confirmed the task with Supervisor
Report Form as confirmed by the Supervisor.				

Assessor's Declaration

I declare that I have contacted the candidate's Vocational Placement Supervisor to confirm that the candidate has satisfactorily performed all of the tasks included in this Skills Workbook. The Supervisor further affirms that they have observed the candidate perform the tasks outlined above according to the descriptions provided by the candidate.

The Supervisor's name, qualification details, and signatures affixed which appear on all Third-Party Reports accompanying this Skills Workbook are true and accurate.

Vocational Placement Supervisor Details

Name of Organisation:

Supervisor's Name:

Qualified Observer's Name (if other than the Supervisor):

Phone Number:

Email Address:

Supervisor Qualifications:

Supervisor Comments (optional feedback to student):

WORKBOOK CHECKLIST

When you have completed assessing the skills workbook, review the candidate's assessment against the Evidence Checklist included at the end of each Portfolio:

☐ **The candidate has completed all the assessments in the Skills Workbook:**

- ☐ **Portfolio 1**
- ☐ **Portfolio 2**
- ☐ **Portfolio 3**
- ☐ **Portfolio 4**
- ☐ **Portfolio 5**
- ☐ **Portfolio 6**
- ☐ **Portfolio 7**
- ☐ **Portfolio 8**

IMPORTANT REMINDER

Candidates must achieve a satisfactory result to ALL assessment tasks to be awarded COMPETENT for the units relevant to this cluster.

To award the candidate competent in the units relevant to this subject, the candidate must successfully complete all the requirements listed above according to the prescribed benchmarks.

FEEDBACK

Well done for finishing this workbook. We hope that what you learn with us will open up new path ways of success in your life. At Compliant Learning Resources, we continually strive to improve our courses and heighten the learning experience for you. One way we do this is by seeking feedback. Your experience is important to us and we are very keen to hear any suggestions or complaints you may have. Click on the button below to let us know what you think of us and our course.



CLICK HERE

End of Document