



Australian Government

CHCEDS012 Set up and sustain individual and small group learning areas

Release: 1

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Modification History

| Release | Comments |
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| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment.</p> |

Application

This unit describes the skills and knowledge required to establish and organise individual and/or small group learning environments, such as a home-based classroom, activity area in a classroom or library, or a virtual schooling area.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Create a positive physical learning space

1.1 Construct a learning space within budgetary constraints under the guidance of the teacher or supervisor

1.2 Select and set-up furnishings and fittings that are suitable for a variety of learning activities in collaboration with the teacher or supervisor

1.3 Accommodate multi-age requirements within a learning space

1.4 Use displays, posters and accessories conducive to learning

2. Organise learning resources

2.1 Organise learning resources that are suitable to the learner and the education support worker

2.2 Establish storage and retrieval procedures to support learning

2.3 Instruct learners on how to use the resource organisation system

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Prepare to provide education support to students

3.1 Prepare activities and daily requirements in advance with reference to support mechanisms where necessary

3.2 Establish daily routines

3.3 Clarify and confirm understanding of school/teacher requirements and ensure consistent interpretation and application

3.4 Review progress regularly and identify future requirements

4. Manage a learning timetable

4.1 Schedule learning activities as directed by teachers

4.2 Coordinate content of learning activities to provide an appropriate timetable structure

4.3 Manage interruptions and contingencies with minimum disruption to learning

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>