Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS304A Contribute to organisation and management of classroom or centre

Release: 1

CHCEDS304A Contribute to organisation and management of classroom or centre

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required for a teacher's assistant to provide limited organisational support in an educational environment Work is undertaken under limited supervision and generally within a team environment

Application of the Unit

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Practise effective administrative processes	1.1 Manage day-to-day *duties and tasks* within an acceptable timeframe and according to *school or centre procedures and policies* 1.2 Use effective communication strategies to prevent misunderstandings 1.3 Communicate progress of task as required and seek feedback on work performance 1.4 Seek assistance from relevant colleague when difficulties arise in achieving allocated tasks

ELEMENT	PERFORMANCE CRITERIA
2. Select and utilise equipment effectively	2.1 Identify and access required *equipment* to complete task, following instructions as required 2.2 Check equipment for serviceability in accordance with equipment instructions 2.3 Operate equipment in accordance with manufacturer's instructions and following instructions as required 2.4 Operate and maintain specialist equipment for students with particular needs according to direction and student need 2.5 Identify equipment faults and take action to ensure equipment is repaired in accordance with manufacture's instructions 2.6 Report repairs outside education support worker's responsibility to the appropriate persons
3. Prepare and maintain teaching aids, materials and resources	3.1 Prepare and maintain materials and resources for use in classes, displays and demonstrations effectively 3.2 Correctly estimate the quantities and resources to complete the task 3.3 Design and produce teaching aids according to direction 3.4 Ensure correct and efficient use of supplies 3.5 Perform clean-up duties as required according to set procedures
4. Monitor classroom supplies	4.1 Monitor stock levels to allow timely re-ordering in accordance with school/centre procedures and individual responsibility as required by job role 4.2 Obtain information on appropriate equipment or supplies required for lessons and activities as required 4.3 Report discrepancies to the appropriate person/s
5. Process and maintain information (documents and records)	5.1 Process *information*/*documentation* in accordance with defined timeframes, guidelines and procedures 5.2 Observe school/centre security and confidentiality procedures for handling information

ELEMENT	PERFORMANCE CRITERIA
6. Operate computers, printers and current technological equipment used in classroom activities	6.1 Operate computers, printers, and current technological equipment in accordance with school/centre procedures and policy and manufacturer's instructions 6.2 Use software in accordance with school/centre procedures and policy and the manufacturer's / author's instructions 6.3 Identify basic functions and features using system information

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ELEMENT	PERFORMANCE CRITERIA
7. Contribute to the organisation and coordination of school/centre activities	7.1 Conduct excursion planning, including travel arrangements and booking of appropriate facilities in accordance with school / centre procedures and guidelines and job role
	7.2 Support *school/centre-related activities* in accordance with teacher direction, *safety and legal requirements*, school/centre policy and procedures and job role
	7.3 Supervise students as directed by teacher during out of class activities
	7.4 Organise equipment, materials and resources in accordance with teacher direction and school/centre policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:
The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include knowledge of:

- Education system's policies and procedures
- Structure of the education system
- Curriculum and curriculum framework
- School/centre's policies and procedures
- Duty of care responsibilities
- Safe working practises
- Potential hazards and risks for students
- State and Federal legislative and regulatory requirements
- Industrial awards and duty statements
- Types of equipment and technology used in school/centres
- Understand own work role and responsibilities

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:
The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
These include the ability to:

- Demonstrate effective application of skills in:
  - team work
  - negotiation
  - communication / interpersonal skills of questioning, informing, listening and discussing
  - organisation planning, administrative support skills
  - time management skills
  - active listening
  - safe work practices
  - using current technology including computers
  - word processing
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the working environment
- Liaise with and report to relevant personnel
- Apply knowledge of learning and development to role and responsibilities
- Use equipment, including computers and other current technology, effectively
- Prepare and maintain resources
- Support school/centre activities within own work role

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit could be assessed either on the job or off

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EVIDENCE GUIDE

competency:	the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	• All workers should develop their ability to work in a culturally diverse environment
	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Assessment requires access to a range of opportunities defined in the Range Statement, including:
	• appropriate workplace where assessment can take place
	• simulation of realistic workplace environment for assessment
	• relevant school/centre policy, protocols and procedures
	• computers and other technology

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EVIDENCE GUIDE

Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
	• Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
	• Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Education environment may include:	• Government school (pre-primary, primary and secondary)
	• Private/non-government school (pre-primary, primary and secondary)
	• Education centre
	• Kindergarten
	• Special education centre
	• Community education centre

RANGE STATEMENT

Duties and tasks may include:	• Duties/tasks defined in the job profile/job description • Other duties requested of the Assistant by the teacher or Principal • Administration and/or handling of money
School or centre procedures and policies may include:	• Education system's (government or non-government) policies and procedures • Individual school's and / or centre's policies and procedures • Goals, objectives, plans, systems, and processes • Quality management policy and practice • Relevant health regulations and guidelines • State and federal legislation which impacts on the school/centre's operation such as occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
Equipment may include:	• Overhead projector • Radio/cassette player • CD players or Personal Listening devices • Digital camera • Television and VCR/DVD • Photocopier • Fax • Telephone/answering machine • Intercom • Calculator • Computer (PC or Laptop) • Printer/zip drive/modem/scanner • Filing systems

RANGE STATEMENT

Information/documentation may include:	• Correspondence (faxes, memos, letters, email) • Computer databases (library catalogue, student records) • Computer files (letters, memos and other documents) • Forms • Invoices (from suppliers) • Personnel records (personal details) • Minutes of meetings
School/centre's requirements that relate to computer procedures may include:	• Log-on procedures • Correctly identifying and opening files • Locating data • Saving and closing files • Storing data • Manufacturer's guidelines • Security procedures • Despatching and collecting procedures • Procedures for updating records
Sources of help may include:	• Help function • Assistance from another staff member • Searching on an internet search engine
School/centre related activities may include:	• Functions • Excursions • Assemblies • Sporting events • Clubs (arts, drama, book)
Safety and legal requirements may include:	• Staff ratios • Behavioural or medical problems • Duty of care responsibilities • 'Sunsafe' policy • High risk activities • Weather • Location of activity

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Unit Sector(s)

Not Applicable