CHCEDS004 Contribute to organisation and management of classroom or centre

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Corrections to errors and metadata.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support the effective functioning of a classroom or other learning environment. It deals with practical issues such as administration, equipment, teaching aids and other supplies.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

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. Manage self in classroom	1.1 Manage day-to-day duties and tasks within established 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
2. Select and utilise equipment effectively	2.1 Identify and access required equipment to complete task, following instructions if required
	2.2 Check equipment in accordance with manufacturer's instructions
	2.3 Operate equipment in accordance with manufacturer's instructions
	2.4 Use and maintain specialist equipment for students with particular needs
	2.5 Identify equipment faults and take action to ensure equipment is repaired in accordance with manufacturer's instructions
	2.6 Report repairs outside of education support worker's responsibility to the appropriate person/s
3. Prepare and maintain teaching aids, materials and resources	3.1 Prepare and maintain materials and resources for use in classes, displays and demonstrations
	3.2 Estimate the quantities and resources to complete the task
	3.3 Design and produce teaching aids as directed
	3.4 Ensure correct and efficient use of supplies
	3.5 Perform clean-up duties as required according to set procedures
4. Monitor classroom	4.1 Monitor stock levels and place orders when required

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
supplies	4.2 Obtain information on appropriate equipment or supplies required for lessons and activities
	4.3 Report discrepancies in supply stock 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
6. Operate computers, printers and current technological equipment used in classroom activities	6.1 Utilise 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
7. Contribute to the organisation and coordination of school/centre activities	7.1 Support school/centre-related activities in accordance with teacher direction, safety and legal requirements, school/centre policy and procedures and job role
	7.2 Supervise students as directed by teacher during out-of-class activities
	7.3 Organise equipment, materials and resources for out-of-class activities in accordance with teacher direction and school/centre policy and procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

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

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

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

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53