



Australian Government

CHCEDS021 Assist in facilitation of student learning

Release: 1

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Modification History

Release	Comments
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>Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

This unit describes the skills and knowledge required to understand and apply a range of principles and processes to facilitate student learning, either for individuals or for small groups.

This unit applies to education support workers in a range of education environments who are responsible for aligning support strategies with teacher facilitation strategies to assist student learning.

This 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

Elements define the essential outcomes.

1. Apply understanding of current education approaches relevant to the education environment

PERFORMANCE CRITERIA

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

- 1.1 In consultation with teacher or other education professional, identify teaching and learning approaches applicable to the relevant education environment
- 1.2 Confirm the teaching and learning approach and its principles of practice with the supervisor
- 1.3 Select resources to support the learning approach
- 1.4 Work with teacher to plan learning activities and classroom supervision of student interactions
- 1.5 Conduct the learning activities and supervision of student interactions
- 1.6 Demonstrate principles of practice in the learning environment that reflect specified learning approaches

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

2. Establish an environment conducive to student learning

2.1 Identify and confirm learning requirements for the specified activity by interpretation of the learning program, in consultation with the teacher

2.2 Meet specified needs of identified students in planning and preparation phase with the teacher

2.3 Assemble and, where necessary, modify required resources prior to the activity

2.4 Reflect the appropriate principles of practice in the planning and delivery of the activity

2.5 Establish a positive, mutually respectful relationship with students using communication and interpersonal skills to match the student/group

3. Facilitate the learning process

3.1 Interact with students to reflect application of principles of practice in accordance with student learning styles

3.2 Conduct each activity in accordance with provided programs and directions

3.3 Take opportunities to enhance learning activities within the scope of the endorsed principles of practice

ELEMENT

Elements define the essential outcomes.

4. Support and monitor student learning

PERFORMANCE CRITERIA

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

4.1 Monitor, document and report student progress to supervising staff to ensure learning outcomes are being achieved

4.2 Adjust and modify delivery strategies to meet emergent needs and unanticipated situations

4.3 Encourage students to reflect on personal learning achievements and learning experiences

4.4 Manage student interactions to ensure effective participation occurs and effective relationships are maintained

4.5 Use a range of established and agreed techniques to manage behaviour of concern

4.6 Maintain, store and secure student records in accordance with organisation requirements

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/>