



**Australian Government**

# **CHCEDS041 Set up and sustain learning areas**

**Release: 1**

# CHCEDS041 Set up and sustain learning areas

## Modification History

Release 1. CHCEDS041 Set up and sustain learning areas supersedes and is not equivalent to CHCEDS004 Contribute to organisation and management of classroom or centre and CHCEDS012 Set up and sustain individual and small group learning areas.

## Application

This unit describes the performance outcomes, skills and knowledge required to create, maintain and monitor individual and/or small group learning environments. This may include a learning activity area in a classroom, library or home-based learning environment, or a virtual learning environment.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

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

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

## Pre-requisite Unit

Nil

## Competency Field

Education Support

## Unit Sector

Children's Education and Care

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

### PERFORMANCE CRITERIA

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

- |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Prepare to provide education support to students. | 1.1. Prepare activities and daily requirements in advance to support individual student needs.<br>1.2. Establish and accurately document daily routines for students.<br>1.3. Clarify and confirm understanding of teacher requirements and ensure consistent interpretation and application.<br>1.4. Review progress regularly and identify future requirements.                                                                                 |
| 2. Organise learning resources.                      | 2.1. Organise learning resources that are suitable for the student and the education support worker.<br>2.2. Establish systems and processes to access learning resources according to organisational policies and procedures.<br>2.3. Instruct students on how to use the resource organisation system.                                                                                                                                          |
| 3. Create a positive learning space.                 | 3.1. Construct a learning space within resource constraints under the guidance of the teacher or supervisor.<br>3.2. Select and prepare equipment and materials suitable for learning activities in collaboration with the teacher or supervisor.<br>3.3. Identify and respond to age requirements and mix, based on individual situation needs.<br>3.4. Facilitate learning using techniques that make the environment positive and stimulating. |
| 4. Manage a learning timetable.                      | 4.1. Implement learning activities as directed by teachers.<br>4.2. Coordinate content of learning activities to maintain an appropriate timetable structure.<br>4.3. Respond to interruptions and contingencies with minimum disruption to learning.                                                                                                                                                                                             |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

| SKILLS                        | DESCRIPTION                                                                                                                                                     |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading skills to:            | <ul style="list-style-type: none"> <li>interpret educational program information and curriculum documentation.</li> </ul>                                       |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>ask open and closed questions and actively listen to seek information from teacher and confirm understanding.</li> </ul> |

- Numeracy skills to:
- interpret numerical information in relation to timeframes.
- Technology skills to:
- access and record activities, routines and schedules according to organisational policies and procedures using digital media.

## Unit Mapping Information

Release 1. CHCEDS041 Set up and sustain learning areas supersedes and is not equivalent to CHCEDS004 Contribute to organisation and management of classroom or centre and CHCEDS012 Set up and sustain individual and small group learning areas.

## Links

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