



**Australian Government**

# **CHCEDS052 Deliver elements of teaching and learning programs**

**Release: 1**

## CHCEDS052 Deliver elements of teaching and learning programs

### Modification History

Release 1. CHCEDS052 Deliver elements of teaching and learning programs supersedes and is not equivalent to CHCEDS026 Deliver elements of teaching and learning programs.

### Application

This unit describes the performance outcomes, skills and knowledge required to establish the learning environment, facilitate structured delivery and monitor outcomes.

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*

1. Establish an environment conducive to learning.

#### PERFORMANCE CRITERIA

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

- 1.1. Discuss the learning activity with the supervising teacher and confirm delivery requirements.
- 1.2. Identify individual learning needs with the supervising teacher and agree on appropriate strategies.
- 1.3. Confirm availability of resources before activity commences and document resources to be used.

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| 2. Deliver and facilitate learning.      | <ul style="list-style-type: none"> <li>2.1. Establish a learning relationship with students using appropriate verbal and non-verbal communication skills.</li> <li>2.2. Initiate relationships with and between students that support inclusion, acknowledge diversity and contribute to a positive learning environment.</li> <li>2.3. Interact with students based on principles of practice and according to learning styles and identified learner characteristics.</li> <li>2.4. Provide opportunities for students to use skills during learning activities.</li> <li>2.5. Use and adapt delivery strategies, technologies and equipment to optimise student learning.</li> </ul> |
| 3. Demonstrate effective facilitation.   | <ul style="list-style-type: none"> <li>3.1. Use presentation techniques that make delivery engaging and relevant.</li> <li>3.2. Use facilitation methods that support effective participation, and individual and group management.</li> <li>3.3. Monitor and document student progress using agreed observation techniques.</li> </ul>   |
| 4. Monitor learning and review delivery. | <ul style="list-style-type: none"> <li>4.1. Monitor and document student progress against desired outcomes and individual learner needs.</li> <li>4.2. Complete all required documentation accurately according to organisational procedures.</li> <li>4.3. Review and consider own delivery performance.</li> <li>4.4. Request feedback and documents from the supervisor on quality of delivery and areas for improvement of performance.</li> <li>4.5. Implement identified improvements to delivery techniques.</li> </ul>  |

## Foundation Skills

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

<b>SKILLS</b>	<b>DESCRIPTION</b>
Writing skills to:	<ul style="list-style-type: none"> <li>• record information according to organisational policies and procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>• use listening and questioning to seek information and confirm understanding.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>• record, monitor and report on student progress using digital media according to organisational procedures.</li> </ul>

## Unit Mapping Information

Release 1. CHCEDS052 Deliver elements of teaching and learning programs supersedes and is not equivalent to CHCEDS026 Deliver elements of teaching and learning programs.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>