Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS302A Facilitate implementation of planned educational programs

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CHCEDS302A Facilitate implementation of planned educational programs

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required to assist the teacher /s in delivering planned education programs
	Classroom level support is provided to ensure the learning environment is inclusive and relevant, and appropriately resourced and maintained

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. Contribute to planning and preparation of educational program	1.1 Contribute to implementation, planning and preparation in accordance with lesson plan /s and *educational requirements* under guidance of teacher or other education professional
	1.2 Show clear understanding of objectives and outcomes of *educational programs*
	1.3 Show clear understanding of the relationship of objectives and outcomes of educational programs to learning areas, curriculum and curriculum framework
	1.4 Demonstrate compliance with curriculum-related performance management reporting requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate the implementation of planned educational program	2.1 Organise and distribute notes and students' work
	2.2 Guide students in the location and use of relevant materials needed to participate in the lesson or activity
	2.3 Provide assistance with *general activities*
	2.4 Implement *classroom strategies* to support student's individual needs under teacher direction
	2.5 Assist students in moving from one piece of equipment to another, if required, according to teacher direction
	2.6 Assist the teacher in identifying and representing educational needs of students
	2.7 Provide assistance to students in the operation of computers during the delivery of planned education program
3. Contribute to a consistent and stable learning environment	3.1 Understand and implement classroom routines appropriately
	3.2 Explain routines and give support to parent/carer helpers as required
	3.3 Undertake responsibilities and duties in a positive manner to promote cooperation and good relationships
	3.4 Provide suggestions for environmental modifications to suit the individual needs of students in accordance with established guidelines
	3.5 Assist teacher in understanding when there is communication difficulty between them and a student
4. Contribute to individual and group *assessment* in consultation with the teacher	4.1 Record and report observations as specified in the job role
	4.2 Provide contributions to reviews/case conferences of students when requested
	4.3 Encourage, acknowledge and act upon constructive student and teacher feedback

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
- School/centre's policies and procedures
- Curriculum and curriculum framework
- Duty of care responsibilities
- Safe working practices
- Potential hazards and risks for students
- State and federal legislative and regulatory requirements
- Industrial awards and duty statements
- Relevant code/s of ethics
- Cultural and linguistic background of students and families
- Developmental milestones of children/young people (cognitive, motor, language, social, emotional)
- Child management techniques
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self identity
- Understand own work role and responsibilities

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

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REQUIRED SKILLS AND KNOWLEDGE

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- organisation planning, administrative support skills
- time management skills
- active listening
- study skills
- 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
- Support the implementation of planned education programs
- Contribute to the assessment of students
- Support and encourage a positive approach to learning
- Communicate with children/young people verbally and non-verbally to set and apply appropriate limits, taking into account the child/young person's age, development, culture and needs whilst valuing individuality and differences

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 competency:	• 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 the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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EVIDENCE GUIDE

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 assessments can take place
	• simulation of realistic workplace environment for assessment
	• relevant school/centre policy, protocols and procedures

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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.

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

RANGE STATEMENT

General activities may include:	• Hearing student reading • Writing • Cutting • Pasting
Educational requirements will vary according to such variables as:	• Students from a range of ethnic backgrounds • Aboriginal or Torres Strati Islander students • Students with a disability or disabilities • Students who are learning English as their second or later language • Students with special social, emotional, health and / or psychological needs • Age and ability of students • Personal characteristics of students • Individual learning styles of students
Educational programs may include:	• Literacy and numeracy • Remediation skills • Life skills • Communication and speech • Individual and class social skills • Arts • English • Health and physical education • Languages other than English • Mathematics • Science • Society and environment • Technology and enterprise • Therapy programs

RANGE STATEMENT

Classroom strategies may include:	- Peer tutoring - Multi-level teaching - Cross-curricular teaching 'Buddy' support systems - Small group instruction - Individualised instruction - Intensive instruction - Demonstration - Vertical grouping - Peer modelling - Individual/group assessment
Assessment includes:	Assessment tasks that are: - Related to planned learning outcomes - Integrated within and/or across sequences of learning experiences - Designed to be inclusive of all students and allow students to demonstrate achievements in a variety of ways - Designed to provide students with clear and constructive feedback on performance within an appropriate timeframe - Designed to encourage student/peer monitoring and reflection where appropriate - Planned and conducted in accordance with school/centre policies

Unit Sector(s)

Not Applicable