



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS410A Assist in facilitation of student learning

Release: 1

CHCEDS410A Assist in facilitation of student learning

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to understand and apply a range of principles and processes to facilitate student learning

Application of the Unit

Application

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

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

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

PERFORMANCE CRITERIA

- 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**

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|---|---|
| 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 with the teacher |
| | 2.2 Meet specified needs of <i>identified students</i> 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 <i>communication and interpersonal skills</i> 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 <i>student learning styles</i> |
| | 3.2 Conduct each activity in accordance with provided <i>programs</i> and directions |
| | 3.3 Take opportunities to enhance learning activities within the scope of the endorsed principles of practice |
| 4. Support and monitor student learning | 4.1 <i>Monitor</i> , document and report student progress to supervising staff to ensure learning outcomes are being achieved |
| | 4.2 <i>Modify and adjust delivery strategies</i> to meet emergent needs and unanticipated situations |
| | 4.3 Encourage students to reflect on personal learning achievements and learning experiences |
| | 4.4 <i>Manage student interactions</i> to ensure effective participation occurs and effective relationships are maintained |
| | 4.5 Manage behaviour of concern using a range of established and agreed techniques |
| | 4.6 Maintain store and secure student records in accordance with the organisation requirements |

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:

- Awareness of contemporary theories of learning
- Understanding of the appropriate principles of practice for the identified education environment
- Understanding the learning process
- Learning styles and how these influence learning outcomes
- Institution's process and procedures for working with students and supporting behaviour
- Understanding of the different responsibilities of teachers and education support workers for student learning outcomes
- Relevant legislation, policies and standards that regulate education service delivery, occupational health and safety, behaviour support and anti-discrimination

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Articulate a basic understanding of the application of the principles of practice as used in the employing education environment
- Demonstrate principles of practice in the learning environment
- Adjust resources/activities to meet individual learning needs
- Implement a range of behaviour support techniques
- Comply with procedures relating to student behaviour support
- Activate the learning process
- Organise and manage data
- Use communication skills to deliver learning activities

In addition, the candidate must be able to effectively do the task outlined in elements and

REQUIRED SKILLS AND KNOWLEDGE

performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use interpersonal skills that influence positive student and staff interactions
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Demonstrate the application of skills in:
 - planning and organising
 - teamwork
 - cross cultural competence, including gender and disability awareness initiative

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
 - Resources required for assessment include access to:
 - relevant workplace or simulated realistic workplace setting where assessment may take place
 - principles of practice in use in the education environment
 - organisation's documentation regarding contemporary teaching practice or direct information from the supervising teacher
 - behaviour support policies and procedures applicable to the organisation
- Method of assessment may include:*
- Evidence gathered from a workplace environment
 - Observations
 - Questioning
 - Case studies
 - Written assignments

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.

Teaching and learning approaches will usually be based on contemporary theories of learning applicable to the education sector and may include but are not limited to:

- Direct teaching of whole class or small groups
- Use of games and activities requiring a physical response
- Use of technologies
- Provision of opportunities for students to apply their learning either on their own (e.g reading or writing), or with others (in pairs or groups), with varying degrees of support.
- Provision of opportunities for students to reflect on and reinforce their own learning

Sector or education environment may include:

- Early years
- Middle school
- Senior years
- Special education
- Distance and flexible learning
- Vocational education
- Adult education

Principles of practice include:

- Underpinning elements that reflect the philosophy/theory of learning being used by teachers
- Principles inform the teaching and learning approaches of teachers
- Principles related to a particular type of approach
- Principles inform the operation structure within which an education support worker will work

RANGE STATEMENT

Programs may include but are not limited to:

- Literacy programs
- Numeracy programs
- Individualised programs
- VET courses
- Any educational program that focuses on a students learning

Identified students may include:

- Students with special needs
- Students with a learning disability
- Students with other disabilities
- Students with behavioural issues

Communication and interpersonal skills will be tailored to:

- Phase of learning
- Activity
- Desired learning outcomes
- Student/s needs
- Age of the student/s
- Situation
- Cultural environment

Student learning styles may include:

- Kinaesthetic
- Aural
- Visual

Modify and adjust delivery strategies may include:

- Adjustments to learning activity that do not communicate the intended learning outcomes
- Adjustments that cater for a students learning style
- Adjustments that enable flexibility e.g. in time and /or interactions within the learning group
- The scope agreed with supervisor/teacher

RANGE STATEMENT

Monitor student progress may include:

- Gathering data as required by teacher/supervisor
- Recording student achievements
- Recording problems that may develop during an activity
- Reporting back to supervisor/teacher

Manage student interactions may include:

- Behavioural support processes, e.g. following Responsible Behaviour Plans
- Encouraging individuals to contribute
- Ensuring all participants are heard
- Redirecting students who are off track
- Assisting students to problem solve
- Encouraging the appreciation of diversity

Unit Sector(s)

Not Applicable