Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS412A Contribute to continuous improvement processes within the education environment

Release: 1

CHCEDS412A Contribute to continuous improvement processes within the education environment

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required for education support workers to contribute to a continuous improvement process in order to enhance levels of education service delivery

Application of the Unit

Application	This unit applies in a variety of education contexts where it is essential for education support workers to review strategies in order to deliver optimum services
	This unit applies to work 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. Implement continuous improvement processes	1.1 Demonstrate awareness of *continuous improvement processes* 1.2 Accept delegated responsibility and demonstrate effective participation in decision-making processes 1.3 Implement the organisation's continuous improvement processes
2. Monitor service delivery as directed by teacher	2.1 Record personal reflections relating to *operations and services* provided to the education community 2.2 Gather information on the *effectiveness of service delivery* from *team members*, adult stakeholders and relevant students 2.3 Review service delivery using feedback from all stakeholders 2.4 Formulate *recommendations for improvement* and discuss them with the team

ELEMENT	PERFORMANCE CRITERIA
3. Report on service delivery	3.1 Articulate recommendations for action to be taken based on arguments for and against particular recommendations 3.2 Provide issues and recommendations for improvement in a *report* to relevant personnel 3.3 Adjust operational plans in line with recommendations and communicate these to the persons responsible for implementation
4. Consolidate opportunities for further improvement	4.1 *Document own work performance* and use the information to identify opportunities for further *professional development* 4.2 Embed in practice responsibility for own professional development 4.3 Incorporate new knowledge and skills into work practice

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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:

- Policies and procedures of the organisation that apply to document preparation
- Methods that are used in continuous improvement in an education environment
- Policies of circulation of records
- Organisation's standards for service delivery
- Organisation's recording, reporting and recommendation processes to facilitate continuous improvement
- Benefits of continuous improvement
- Barriers to continuous improvement
- Formal and informal opportunities for professional development

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Demonstrate participation in organisations continuous improvement processes
- Comply with legislation requirements of the education environment
- Effectively relate to a diverse range of people
- Demonstrate practical application of new knowledge and skills in the workplace
- Follow organisation policies and procedures for record-keeping
- Use literacy to access organisation's information and complete documents accurately
- Monitor and evaluate service delivery on own, team and organisation level
- Use communication methods appropriately to meet recipient needs
- Use clear, concise and accurate communication skills with diverse range of individuals
- Follow organisation policies for preparing documents
- Demonstrate accurate spelling, grammar and punctuation
- Apply time management for prioritising the distribution of information
- Use desktop computer and printer

REQUIRED SKILLS AND KNOWLEDGE

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
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

EVIDENCE GUIDE

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 assessment can take place
	• simulation of realistic workplace environment for assessment
	• relevant school/centre policy, protocols and procedures
	• appropriate documentation templates
	• a computer and printer similar to that used in the organisation context
	• organisation standards
	• information about the organisations continuous improvement processes
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

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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.

Continuous improvement processes may include:	• Policies and procedures which allow the organisation to systematically review and improve the quality of its services and procedures • Cyclical audits and reviews of workplace, team and individual performance • Seeking and considering feedback from a range of stakeholders • Modifications and improvements to systems, processes, services and products • Monitoring and evaluation of effectiveness

RANGE STATEMENT

Operations and services may include:	• Development and/or provision of teaching/learning resources • Teacher support • Student support • Communication with parents and community members • Administrative functions • Operating equipment • Maintenance of equipment • Technology services • Reporting • Stocktaking • Setting up and dismantling of displays/learning spaces and activities • Projects • Facilitation of VET in schools
Effectiveness of service delivery may include:	• Being in the right place at the right time • Accurate provision of resources • Timely provision of resources • Contributing ideas and suggestions • Following guidelines/policies/directions/codes of conduct • Using initiative • Management of students • Keeping a sense of humour • Role modelling for students • Valuing diversity • Following occupational health and safety (OHS) procedures • Compliance with principles of practice used in the education environment

RANGE STATEMENT

Team members may include:	• Teachers • Principals • Deputy Principal • Head of Department • Parents of a student • Students • Education support workers • Cleaners • Administration • Staff school officers • Tutors • Volunteers
Recommendations for improvement may include:	• Alterations to timetables • Scheduling maintenance • Alternative resources • Alternative suppliers • Alternative systems/software • Reallocation of responsibilities • Rescheduling duties • Professional development
Report may include:	• Verbal reports • Written reports • Completed forms • Agenda items • Risk assessments • Log entries
Document own work performance may include:	• Anecdotal notes • Diary entries • Commendations • Certificates • Feedback received • Visual feedback/ photos/video records

RANGE STATEMENT

Professional development may include:

- Participating in mentoring and coaching
- On the job learning
- Undertaking research
- Attending seminars
- Attending courses
- Participating in networks
- Work shadowing
- Job rotation
- Discussions with supervisors and/or colleagues
- Participation as a member of committees

Unit Sector(s)

Not Applicable