



**Australian Government**

# **TAEDEL416 Facilitate learning for young vocational learners**

**Release: 1**

# TAEDEL416 Facilitate learning for young vocational learners

## Modification History

| Release   | Comments                                                                                                         |
|-----------|------------------------------------------------------------------------------------------------------------------|
| Release 1 | This version first released with TAE Training and Education Training Package Version 5.0.<br>Newly created unit. |

## Application

This unit describes the skills and knowledge required to identify and support the learning needs of young vocational learners by developing and facilitating collaborative learning environments.

The unit applies to vocational education and training (VET) teachers and trainers who facilitate learning for young vocational learners based on products that are nationally recognised or aligned with other recognised frameworks. Work may be undertaken under the supervision of qualified and more experienced VET teachers and trainers.

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

## Unit Sector

Delivery and facilitation

## Elements and Performance Criteria

| ELEMENTS                                         | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1. Plan learning for young vocational learners   | 1.1 Identify learning needs and goals according to any regulatory requirements, and discuss with required colleagues<br>1.2 Identify learner characteristics and abilities, and context for learning<br>1.3 Select activities, techniques and processes to facilitate learning and explain and discuss with learners<br>1.4 Develop and document learning plans to reflect learning theories and principles and to suit learning needs<br>1.5 Seek feedback and assistance from colleagues according to |

| ELEMENTS                                               | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <p>specific learning needs</p> <p>1.6 Prepare for each session according to learning plan requirements</p> <p>1.7 Obtain support from qualified or experienced colleagues to implement learning plans according to context for learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2. Address learning needs of young vocational learners | <p>2.1 Clarify with learners and reach agreement on the boundaries and expectations of the learning relationship according to legislative requirements</p> <p>2.3 Develop a safe and inclusive learning relationship and sustain active learner participation using effective communication and interpersonal techniques</p> <p>2.3 Explain, discuss and facilitate structured learning activities as planned, and behaviour management strategies and delivery modes to support and reinforce new learning, build on learner strengths and identify areas for further development</p> <p>2.4 Use motivational techniques to support learners to take responsibility for their own learning, meeting ethical requirements and monitoring learner interaction</p> <p>2.5 Observe learner cues and change approach as required to maintain momentum and engagement</p> <p>2.6 Acknowledge and support individual differences and learners with additional learning needs</p> <p>2.7 Monitor effectiveness of learning outcomes</p> |
| 3. Evaluate learning of young vocational learners      | <p>3.1 Seek feedback from learners on outcomes and value of learning achieved and learners' perception of value of the learning process</p> <p>3.2 Evaluate effectiveness of learning activities in addressing learning needs and goals</p> <p>3.3 Evaluate effectiveness of own performance in managing learner engagement and learning relationships, and identify opportunities for improvements</p> <p>3.4 Document evaluation outcomes as required by organisational requirements and relevant stakeholders</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|-------|-------------|
|-------|-------------|

| Skill                     | Description                                                                                                                                                                                                                                                                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Digital literacy          | <ul style="list-style-type: none"> <li>• Uses main features and functions of digital tools and electronic applications required to access and exchange information required in own role and to facilitate learning and learning relationships</li> </ul>                                                                            |
| Learning                  | <ul style="list-style-type: none"> <li>• Makes explicit connections between new information and ideas on engaging and motivating young vocational learners, and own practice</li> </ul>                                                                                                                                             |
| Oral communication        | <ul style="list-style-type: none"> <li>• Elicits the view and opinions of others by listening and questioning</li> <li>• Clearly articulates requirements using language appropriate to learners, and participates in verbal exchanges of ideas and solutions</li> </ul>                                                            |
| Reading                   | <ul style="list-style-type: none"> <li>• Accesses and interprets information from suitable sources to safeguard young vocational learner needs and strengthen learner engagement</li> </ul>                                                                                                                                         |
| Writing                   | <ul style="list-style-type: none"> <li>• Uses clear and specific terminology to complete workplace documentation</li> </ul>                                                                                                                                                                                                         |
| Initiative and enterprise | <ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols to build rapport with learners and elicit and provide relevant information</li> <li>• Adapts personal communication style to show respect for the values, beliefs and cultural expectations of young vocational learners</li> </ul> |
| Planning and organising   | <ul style="list-style-type: none"> <li>• Uses organisational techniques to assess key information that informs critical and non-critical decisions about learner needs and the potential need for input from others</li> </ul>                                                                                                      |
| Self-management           | <ul style="list-style-type: none"> <li>• Takes responsibility for providing effective learning support that complies with legislative, regulatory, and organisational requirements</li> <li>• Takes responsibility for the sequence and priority of tasks to achieve learning needs and goals</li> </ul>                            |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>