



Australian Government

CHCEDS002 Assist in implementation of planned educational programs

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to assist a worker to support 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.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Contribute to planning 1.1 Contribute to implementation, planning and preparation

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

and preparation of educational program

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 and their relationship to current curriculum documents

2. Assist in 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 students' individual needs under teacher direction

2.5 Assist the teacher in identifying educational needs of students

2.6 Provide assistance to students in the operation of digital technologies during the delivery of planned education program

3. Contribute to a consistent and stable learning environment

3.1 Clarify requirements and implement classroom routines appropriately

3.2 Undertake responsibilities and duties in a positive manner to promote cooperation and good relationships

3.3 Identify possible environmental modifications to suit the individual needs of students in accordance with established guidelines

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 and case conferences of students when requested

4.3 Encourage, acknowledge and act upon constructive teacher feedback

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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|-------------------------------------|---|
| Education environments may include: | <ul style="list-style-type: none">• Government school (pre-primary, primary and secondary)• Private/non-government school (pre-primary, primary and secondary)• Education centre• Kindergarten• Special educational centre• Community educational centre |
|-------------------------------------|---|

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCEDS002 Assist in implementation of planned educational programs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- contributed to the preparation and implementation of classroom programs and lesson plans on at least three occasions, including:
 - assisting in guiding students with classroom activities and programs on at least three occasions
 - supporting teacher to identify individual student learning needs and requirements
 - implementing strategies to support the needs to students as required
- performed the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one education provider.

Knowledge Evidence

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
- school/centre's policies and procedures
- curriculum use in the classroom
- potential hazards and risks for students
- professional language and feedback that may be required for student reviews and case conferences.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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