



Australian Government

CHCEDS021 Assist in facilitation of student learning

Release: 2

CHCEDS021 Assist in facilitation of student learning

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. Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to understand and apply a range of principles and processes to facilitate student learning, either for individuals or for small groups.

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.

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. Apply understanding of

1.1 In consultation with teacher or other education

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

current education approaches relevant to the education environment

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

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, in consultation with the teacher

2.2 Meet specified needs of identified students 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 communication and interpersonal skills 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 student learning styles

3.2 Conduct each activity in accordance with provided programs and directions

3.3 Take opportunities to enhance learning activities within the scope of the endorsed principles of practice

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

4. Support and monitor student learning

4.1 Monitor, document and report student progress to supervising staff to ensure learning outcomes are being achieved

4.2 Adjust and modify delivery strategies to meet emergent needs and unanticipated situations

4.3 Encourage students to reflect on personal learning achievements and learning experiences

4.4 Manage student interactions to ensure effective participation occurs and effective relationships are maintained

4.5 Use a range of established and agreed techniques to manage behaviour of concern

4.6 Maintain, store and secure student records in accordance with organisation requirements

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.

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 CHCEDS021 Assist in facilitation of student learning

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. Changes to the application and scope of unit. New evidence requirements for assessment, including volume and frequency requirements.

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 at least once:

- established a learning environment and facilitated the learning process for both a small group and an individual at least twice, including:
 - demonstrating principles of practice in the learning environment
 - adjusting resources to suit individual needs
 - complying with procedures relating to behaviour support
 - accurately documenting written reports and records
- 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 work role.

These include knowledge of:

- interpersonal skills that influence positive student and staff interactions
- reading, writing, language and numeracy competence required to perform effectively in an education support role
- awareness of contemporary theories of learning
- appropriate principles of practice for the identified education environment
- learning process
- current curriculum documents
- institution's process and procedures for working with students and supporting behaviour
- the different responsibilities of teachers and education support workers for student learning outcomes
- relevant legislation, policies and standards that regulate education's service delivery, occupational health and safety, behaviour support and anti-discrimination.

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.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>