



**Australian Government**

# **CHCEDS026 Deliver elements of teaching and learning programs**

**Release: 2**

## CHCEDS026 Deliver elements of teaching and learning programs

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                                 |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | <p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>                   |
| Release 1 | <p>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.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p> |

### Application

This unit describes the skills and knowledge required by education support workers to deliver delegated structured learning activities to students.

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. Establish an environment conducive to learning

1.1 Discuss the learning activity with the supervising teacher to confirm delivery requirements

1.2 Identify individual learning needs with the supervising teacher and agree on appropriate strategies

**ELEMENT****PERFORMANCE CRITERIA**

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- |                                              |     |                                                                                                                                                  |
|----------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | 1.3 | Confirm availability of resources before activity commences and list resources to be used                                                        |
| 2. Deliver and facilitate learning           | 2.1 | Establish a learning relationship with students using appropriate verbal and non-verbal communication skills                                     |
|                                              | 2.2 | Initiate relationships with and between students that support inclusion, acknowledge diversity and contribute to a positive learning environment |
|                                              | 2.3 | Interact with students based on principles of practice and according to learning styles and identified learner characteristics                   |
|                                              | 2.4 | Provide opportunities for students to use a range of skills during learning activities                                                           |
|                                              | 2.5 | Use a range of delivery strategies, technologies and equipment to optimise student learning                                                      |
| 3. Demonstrate effective facilitation skills | 3.1 | Use suitable presentation techniques to ensure the delivery is engaging and relevant                                                             |
|                                              | 3.2 | Use facilitation skills to ensure effective participation, and individual and group management                                                   |
|                                              | 3.3 | Monitor and document students' progress using agreed observation techniques                                                                      |
| 4. Monitor learning and review delivery      | 4.1 | Monitor and document student progress to ensure desired outcomes are being achieved and the needs of individual learners are met                 |
|                                              | 4.2 | Complete all required documentation accurately to meet organisational requirements                                                               |
|                                              | 4.3 | Review and consider own delivery performance                                                                                                     |
|                                              | 4.4 | Request feedback and documents from the supervisor on quality of delivery and areas for improvement of performance                               |
|                                              | 4.5 | Implement identified improvements to delivery techniques                                                                                         |

## 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.*

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education 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 CHCEDS026 Deliver elements of teaching and learning 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 at least once:

- facilitated learning for students and demonstrated the use of principles of practice in classroom/learning environment situations
- made adjustments to resources/activities to meet individual learning needs
- used a range of appropriate behaviour-support techniques
- monitored and documented student progress accurately and completely within organisational requirements
- maintained confidentiality of student information.

### 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:

- the application of the principles of practice as used in the employing education environment for a specific phase of learning
- the principles of effective teaching and learning.

## **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**

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