



Australian Government

CHCEDS027 Support flexible learning in an education environment

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. Changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to work with teachers to support flexible learning for students in an education environment.

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 the learning environment

1.1 Access flexible learning programs to determine learning outcomes or objectives to be met in consultation with supervisor

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

1.2 In consultation with the teacher, design the learning space to meet access, health and safety, and supervision criteria

1.3 Arrange work spaces to encourage focused participation of students in flexible learning

1.4 Establish the range of activities, resources and any assessment requirements with the learner and the course facilitator

1.5 Obtain and make available resources for students as required

1.6 Confirm, where appropriate, technical requirements for the flexible learning environment

1.7 Identify and organise specific technical support needs and mechanisms for flexible delivery

2. Facilitate flexible learning for students

2.1 Develop flexible learning protocols in consultation with the supervisor

2.2 Conduct inductions with learners to the flexible learning environment including clarification and agreement of the objectives and protocols

2.3 Provide technical and personal support while students are engaged in flexible learning activities

2.4 Establish relationships that support inclusiveness, acknowledge diversity and encourage a positive learning environment

3. Monitor and review flexible learning support

3.1 Monitor learner progress and report any identified issues to the supervisor

3.2 Provide support and guidance within and outside the learning environment

3.3 Monitor students interactions with others and participation in flexible learning activities and make interventions, where necessary, to maintain momentum and engagement

3.4 Encourage and promote learner collaboration

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

within and outside the learning environment to enhance learning experiences

3.5 Reflect on own performance as a flexible learning support worker with a focus on continuous improvement

3.6 Identify, discuss with relevant personnel, and document recommendations for improvements to facilitating flexible learning and appropriateness of flexible learning systems, tools and resources

Foundation Skills

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

- *Writing* - in order to communicate with students and colleagues through email, e-learning software and correspondence.

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

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.

Learning environment:

- Learning may take place in a classroom environment, in an online environment or through distance learning.

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 CHCEDS027 Support flexible learning in an education environment

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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:

- established a learning environment on two separate occasions, including:
 - determining learning outcomes of flexible learning programs with supervisor
 - designing learning space to meet the needs of students
 - establishing a range of activities, resources and assessment requirements with learner and course facilitator
 - confirming technical requirements and organising technical support needs
- facilitated flexible learning for at least two students, including:
 - developing flexible learning protocols with supervisor
 - conducting induction to flexible learning environment
 - providing students with technical and personal support during activities
 - establishing positive relationships
- monitored progress of at least two students and reported any issues to supervisor
- made interventions when students were losing momentum and engagement

- reflected on own practice and identified areas for improvement
- identified, discussed and documented recommendations for improvements to flexible learning with relevant personnel.

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:

- technical knowledge sufficient to distinguish between a technical problem and a content problem, and to respond accordingly
- a range of flexible learning methodologies and programs available for use
- issues that may be encountered by students with disabilities
- learner attitudes to flexible learning
- levels of support appropriate to a variety of learning situations.

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.

Assessment must ensure use of:

- technical support
- flexible learning environment
- flexible learning resources, including communication resources.

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

Links

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