



Australian Government

Assessment Requirements for CHCEDS034 Contribute to the planning and implementation of educational programs

Release: 1

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Modification History

Release 1. CHCEDS034 Contribute to the planning and implementation of educational programs supersedes and is not equivalent to CHCEDS002 Assist in the implementation of planned educational programs and CHCEDS004 Contribute to organisation and management of classroom or centre.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- contribute to the preparation of three classroom programs
- assist with implementation of classroom programs on three occasions and record observations for a total of three different students
- perform the activities outlined in the performance criteria of this unit during a period of at least 100 hours in a classroom environment catering to students between the ages of five and 18 years, within at least one school in Australia.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and responsibilities of an education support worker and specific understanding of work role and responsibilities in relation to program planning and implementation
- education system policies and procedures
- organisational policies and procedures as they apply to the work role:
 - maintaining confidentiality of student records
 - reviewing programs for future improvement
- the process used by teachers to plan and implement educational programs
- features and formats of curriculum documentation and how it is used in the classroom
- different types of classroom support activities:
 - demonstrating skills
 - individual instruction
 - modifying environment or materials
 - monitoring student progress
 - observing and listening to student work
 - small group instruction
- how to make and record student observations
- factors that affect individual student needs:

- age and development in relation to milestones
- cultural background
- disability
- language background
- personal attributes
- preferred learning style
- types of classroom routines in relation to:
 - start and finish of sessions
 - communication protocols:
 - between students
 - between students and teacher
- ways in which the education support worker can promote cooperation and good relationships:
 - with teacher
 - with students
- key aspects of the student review or case conference process:
 - what the process includes
 - terminology used
 - who may be involved
- documentation and reporting requirements.

Assessment Conditions

Skills must be demonstrated in the workplace:

- assistance with implementation of classroom programs must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- student information used to inform planning
- curriculum information
- teaching and learning resources
- educational equipment and teaching aids
- school policies and procedures
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations 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>