



Australian Government

CHCEDS034 Contribute to the planning and implementation of educational programs

Release: 1

CHCEDS034 Contribute to the planning and implementation of educational programs

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.

Application

This unit describes the performance outcomes, skills and knowledge required to assist teachers in the planning and delivery of education programs. Classroom-level support is provided to ensure the learning environment is inclusive and relevant, and appropriately resourced and maintained. This includes routine classroom administration and operational functions.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Contribute to planning and preparation.
 - 1.1. Contribute to planning in collaboration with teacher or other education professional.
 - 1.2. Make contributions that reflect understanding of program objectives and outcomes and their relationship to current curriculum.
 - 1.3. Prepare for implementation according to teacher direction, safety and legal requirements, school policies and procedures and job role.
2. Implement program under guidance of teacher.
 - 2.1. Organise and distribute resources and student work as agreed.
 - 2.2. Guide students in the location and use of relevant materials needed to participate in the lesson or activity.
 - 2.3. Implement classroom strategies under teacher direction to support individual student needs.
 - 2.4. Coordinate the provision of identified equipment and resources relevant to the program.
 - 2.5. Identify and provide information that assists the teacher in establishing educational needs of students.
3. Contribute to a consistent and stable learning environment.
 - 3.1. Clarify requirements and implement classroom routines appropriately.
 - 3.2. Manage routine duties and tasks within established timeframe and according to school policies and procedures.
 - 3.3. Promote cooperation and good relationships through positive approaches to work.
 - 3.4. Identify possible environmental modifications that suit the individual needs of students according to established guidelines.
4. Contribute to individual and group assessment.
 - 4.1. Accurately record and report observations as specified in the job role according to routine requirements.
 - 4.2. Provide informed contributions to student reviews and case conferences when required.
5. Review the implementation of educational programs to identify potential strategies for improvement.
 - 5.1. Evaluate program implementation to identify where improvements could be made.
 - 5.2. Discuss outcomes with supervising teacher and share feedback to contribute to strategies for improvement.
 - 5.3. Seek, acknowledge and act upon teacher feedback to improve own practice and identify development opportunities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	interpret educational program information and curriculum documentation.
Writing skills to:	record information and observations according to organisational procedures.
Self-management skills to:	proactively seek opportunities to improve own work practice and conduct.

Unit Mapping Information

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.

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 CHCEDS034 Contribute to the planning and implementation of educational programs

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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.

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