



Australian Government

CHCEDS047 Assist in facilitation of student learning

Release: 1

CHCEDS047 Assist in facilitation of student learning

Modification History

Release 1. CHCEDS047 Assist in facilitation of student learning supersedes and is not equivalent to CHCEDS021 Assist in facilitation of student learning.

Application

This unit describes the performance outcomes, skills and knowledge required to facilitate and monitor student learning according to principles of practice used in a school.

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.

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| 1. Establish an environment conducive to student learning. | 1.1. Confirm the teaching and learning approach and its principles of practice with teacher.
1.2. Identify and confirm requirements for the specified activity through interpretation of the learning program.
1.3. Meet specified needs of students in planning and preparation phase and confirm relevant principles of practice with teacher.
1.4. Select and modify required resources that support the learning approach prior to the activity.
1.5. Establish a positive, mutually respectful relationship with students using communication and interpersonal skills that match the student/group. |
| 2. Facilitate the learning process. | 2.1. Interact with students in ways that reflect and support principles of practice according to student learning styles.
2.2. Conduct learning activities according to provided programs and directions.
2.3. Identify and take opportunities to enhance learning activities within the scope of the principles of practice. |
| 3. Support and monitor student learning. | 3.1. Monitor, document and report student progress to supervising teacher to ensure learning outcomes are being achieved.
3.2. Adjust and modify delivery strategies to meet emerging needs and unanticipated situations.
3.3. Encourage students to reflect on personal learning achievements and learning experiences.
3.4. Manage student interactions to encourage effective participation and ensure positive relationships are maintained.
3.5. Use techniques to guide behaviour according to organisational policies and procedures.
3.6. Maintain, store and secure student records according to organisational procedures. |

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:

- comprehend content of teacher planning documents.

- Writing skills to:
- record information and observations according to organisational procedures.
- Oral communication skills to:
- interact and engage with students to build rapport
 - use listening and questioning skills to seek information and confirm understanding.
- Initiative and enterprise skills to:
- use appropriate support strategies when opportunities arise.
- Technology skills to:
- use computers and digital media to record, monitor and report on student progress according to organisational procedures.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>