



Australian Government

CHCEDS052 Deliver elements of teaching and learning programs

Release: 1

CHCEDS052 Deliver elements of teaching and learning programs

Modification History

Release 1. CHCEDS052 Deliver elements of teaching and learning programs supersedes and is not equivalent to CHCEDS026 Deliver elements of teaching and learning programs.

Application

This unit describes the performance outcomes, skills and knowledge required to establish the learning environment, facilitate structured delivery and monitor outcomes.

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

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the 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 and confirm delivery requirements.
- 1.2. Identify individual learning needs with the supervising teacher and agree on appropriate strategies.
- 1.3. Confirm availability of resources before activity commences and document resources to be used.

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| 2. Deliver and facilitate learning. | <ul style="list-style-type: none">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 skills during learning activities.2.5. Use and adapt delivery strategies, technologies and equipment to optimise student learning. |
| 3. Demonstrate effective facilitation. | <ul style="list-style-type: none">3.1. Use presentation techniques that make delivery engaging and relevant.3.2. Use facilitation methods that support effective participation, and individual and group management.3.3. Monitor and document student progress using agreed observation techniques. |
| 4. Monitor learning and review delivery. | <ul style="list-style-type: none">4.1. Monitor and document student progress against desired outcomes and individual learner needs.4.2. Complete all required documentation accurately according to organisational procedures.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

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

SKILLS	DESCRIPTION
Writing skills to:	record information according to organisational policies and procedures.
Oral communication skills to:	use listening and questioning to seek information and confirm understanding.
Technology skills to:	record, monitor and report on student progress using digital media according to organisational procedures.

Unit Mapping Information

Release 1. CHCEDS052 Deliver elements of teaching and learning programs supersedes and is not equivalent to CHCEDS026 Deliver elements of teaching and learning programs.

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 CHCEDS052 Deliver elements of teaching and learning 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:

- prepare for and deliver two structured sessions each to a group of at least five students
- use the following to facilitate the above sessions:
 - three different delivery strategies
 - one technology
- monitor and document student outcomes from one structured session.

Knowledge Evidence

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

- the application of the principles of practice used in the employing school for different phases of learning
- organisational procedures for documenting learning and progress
- the principles of effective teaching and learning
- types of resource requirements for structured delivery, and how and when they might be used:
 - visual
 - written
 - digital
- techniques and strategies for the following and their application to different student cohorts:
 - delivery
 - facilitation
 - presentation
 - making and recording observations.

Assessment Conditions

Skills must be demonstrated in the workplace:

- delivery of a session 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.

Skills related to preparation and documentation may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

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

Assessment must ensure access to:

- student information to inform planning
- curriculum information
- teaching and learning resources
- principles of practice
- information technology for documentation
- organisational policies and procedures for documenting learning and progress
- 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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