



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS320A Set up and sustain individual and small group learning areas

Release: 1

CHCEDS320A Set up and sustain individual and small group learning areas

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit covers the basic establishment and organisation of individual and/or small group learning environments, such as a home based classroom, activity area in a classroom or library, or a virtual schooling area
It involves constructing and sustaining a physical environment that supports student learning and encourages effective management processes

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Create a positive physical learning space

- 1.1 Construct a learning space that is within family, vocational and/or budgetary constraints
- 1.2 Select and set-up furnishings and fittings that are suitable for a variety of learning activities
- 1.3 Accommodate multi-age requirements within a learning space
- 1.4 Use displays, posters and accessories conducive to learning

2. Organise learning resources

- 2.1 Organise learning resources that are suitable to the learner and the education support worker
- 2.2 Establish storage and retrieval procedures to support learning
- 2.3 Place resources for access depending on student's age, family and limitations
- 2.4 Prepare resources for assessment and dispatch
- 2.5 Instruct learners on how to use the resource organisation system

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 3. Demonstrate awareness of occupational health and safety (OHS) issues | 3.1 Store resources and equipment safely
3.2 Provide appropriate learning environment, such as desk and chair
3.3 Provide adequate ventilation and lighting in work area
3.4 Demonstrate awareness of <i>OHS issues</i> , including <i>when working outside</i> |
| 4. Prepare to provide education support to students | 4.1 Prepare activities and daily requirements in advance with reference to <i>support mechanisms</i> where necessary
4.2 Establish daily routines
4.3 Clarify and confirm understanding of school / teacher requirements and ensure consistent interpretation and application
4.4 Review progress on a weekly basis and identify future requirements |
| 5. Manage a learning timetable | 5.1 Ensure learning timetable demonstrates understanding of <i>work-life balance</i>
5.2 <i>Schedule learning activities</i> appropriately
5.3 Coordinate content of learning activities to provide an appropriate timetable structure
5.4 Manage interruptions and <i>contingencies</i> with minimum disruption to learning |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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:

- Relevant legislation from all levels of government that affects organisation operation, especially in regard to OHS and environmental issues, child protection, anti-discrimination and copyright
- Management of resources
- Positive learning environment
- Learning technologies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Use communication skills to provide information to and gain feedback from learners and teachers
- Use literacy skills to document environment and resource organisation
- Undertake problem solving
- Use planning and organisation skills, including time management, organisation of material and resources
- Use contingency management skills

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

OHS issues when working outside may include but are not limited to:

- Sun safety
- Environmental hazards
- Hydration
- Vision protection

Support mechanisms may include:

- Teacher/facilitator
- Peers/tutors/mentors
- Technical experts/learning specialists
- Print -based materials
- Off-site learning environment
- Training materials

Work-life balance includes:

- Including rest and relaxation in routines
- Providing adequate time for work and play
- Prioritising as required to ensure various work objectives are achieved

RANGE STATEMENT

Schedule learning activities may include:

- Ensure variety in student activity schedule
- Sequence activities as directed by teachers
- Arrange learning activities around other business or family priorities
- Schedule activities to align with school contact times
- Take into account travel time
- Ensure the schedule includes meal times and play breaks

Contingencies may include:

- Conflict with social or vocational parameters
- Insufficient dedicated time available
- Vocational priorities take precedence
- Equipment malfunction
- Materials delayed
- Accidents or emergencies

Unit Sector(s)

Not Applicable