



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS418B Deliver elements of teaching and learning programs

Release: 1

CHCEDS418B Deliver elements of teaching and learning programs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS418A Deliver elements of teaching and learning programs	CHCEDS418B Deliver elements of teaching and learning programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the underpinning skills and knowledge required by education support workers to deliver delegated structured learning activities to students

Application of the Unit

Application

This unit is intended for education support workers working closely with a teacher in the planning, resourcing and evaluation of the activity, especially in regard to individual student needs and characteristics

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

1. Establish *an environment conducive to learning*

PERFORMANCE CRITERIA

- 1.1 Identify and describe a range of *learning environments*
- 1.2 Discuss the learning activity with the supervising teacher to confirm *delivery requirements*
- 1.3 Identify individual *learning needs* with the supervising teacher and agree upon appropriate strategies
- 1.4 Confirm availability of *resources* before activity commences
- 1.5 Ensure the learning environment conforms to policies of work health and safety (WHS), inclusion, student protection
- 1.6 Establish a learning relationship with students using appropriate *verbal and non-verbal communication* skills
- 1.7 Initiate relationships with and between students that support inclusion, acknowledge *diversity* and contribute to a positive learning environment

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 2. Deliver and facilitate learning | <p>2.1 Interact with students based on <i>principles of practice</i> and according to learning styles and identified learner characteristics</p> <p>2.2 Adapt prepared resources to meet the needs of students where appropriate</p> <p>2.3 Provide opportunities for students to <i>use a range of skills</i> during learning activities</p> <p>2.4 Use a range of <i>delivery strategies</i>, technologies and equipment to optimise student learning</p> <p>2.5 Build opportunities for practice into the delivery as appropriate</p> |
| 3. Demonstrate effective facilitation skills | <p>3.1 Use suitable <i>presentation techniques</i> to ensure the delivery is engaging and relevant</p> <p>3.2 Use <i>facilitation skills</i> to ensure effective participation, individual and group management</p> <p>3.3 Enhance education outcomes and motivation of students by use of verbal and non-verbal communication techniques</p> <p>3.4 Develop effective relationships to ensure inclusivity by use of <i>interpersonal skills</i></p> <p>3.5 Monitor and document students progress using agreed <i>observation techniques</i></p> <p>3.6 Manage behaviour of concern to ensure learning can take place according to organisation policy</p> |

ELEMENT**PERFORMANCE CRITERIA****4. Monitor learning and review delivery**

4.1 Monitor and document student progress to ensure desired outcomes are being achieved and the needs of individual learners are met

4.2 Adjust delivery plan to reflect specific needs, circumstances and *unanticipated situations*

4.3 Provide outcomes of agreed learning plans to *designated personnel*

4.4 Review and consider own delivery performance

4.5 Request feedback and documents from the supervisor on quality of delivery and areas for improvement performance

4.6 Implement identified improvements to delivery techniques

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, policies and standards that regulate education service delivery, WHS, behaviour support and anti-discrimination
- A basic understanding of the principles of effective teaching and learning
- Principles of practice applicable within the education setting and phase of learning
- Understanding of issues that may be encountered by students with disabilities
- Knowledge of the levels of support appropriate to a variety of learning situations

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Articulate a basic understanding of the application of the Principles of Practice as used in the employing education environment for a specific phase of learning
- Demonstrate the use of principles of practice in classroom/learning environment situations
- Demonstrate adjustments to resources/activities to meet individual learning needs
- Demonstrate a range of appropriate behaviour support techniques
- Demonstrate basic facilitation skills

In addition, the candidate must be able 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 the ability to:

- Communicate using effective language and literacy skills including communication using verbal and non-verbal skills, written and electronic media
- Use high level organisation skills
- Observe and keep records
- Manage students
- Facilitate learning activities under the guidance and supervision teacher or other relevant staff

REQUIRED SKILLS AND KNOWLEDGE

- Manage and support the use of a range of suitable equipment needs
- Relate to others using effective interpersonal skills

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Learning environments are many faceted and their construction may include:

- Early years
- Middle school
- Senior years
- Special education
- Distance and flexible learning
- Vocational education
- Adult education
- Physical attributes
- Social and cultural considerations
- E-learning and technologies
- On or off campus
- Flexible and distance learning
- Classroom
- Community school
- Principles of practice to be implemented

RANGE STATEMENT

Delivery requirements may include:

- Selection of an appropriate learning environment
- Individual or group activities
- On or off site delivery
- Use of a range of environments
- Development and use of resources
- Time
- Use of specific instructional strategies and techniques determined in consultation with the teacher
- Addressing particular needs of individual students
- Expected learning outcomes determined in consultation with the teacher
- Contingency planning with teacher
- Range of facilitation techniques
- Practical and/or theoretical instruction as confirmed with teachers
- Demonstration
- Practice opportunities
- WHS considerations

Learning needs may include but are not limited to:

- Individual learning style
- Literacy skills
- Numeracy skills
- Cultural relevance
- Language
- Motivation
- Abilities
- Phase of learning
- Alternative physical placement
- Assistive technology
- Adaptive technologies
- Adapted instructional strategies

RANGE STATEMENT

Resources refers to:

- Technology
- Consumables
- Research materials
- Pictures
- Texts
- Multi media
- Specific environment
- Specific equipment
- Games

Verbal and non-verbal communication may include:

- Level and tone of voice
- Age appropriate styles, vocabulary and language
- Use of inclusive language
- Clarity of articulation
- Giving clear instructions
- Use of critical listening and questioning skills
- Demonstrating problem solving/thinking process
- Providing feedback
- Use of commands in an emergency
- Use of facial expressions
- Body language

RANGE STATEMENT

Diversity may include but is not limited to:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Family structure
- Gender
- Language
- Learning styles
- Life experiences
- Marital status
- Religious belief
- Socioeconomic background
- Thinking styles
- Working styles
- Sexual orientation
- Political orientation
- Physical capacity

Principles of practice are:

- Underpinning elements that reflect the philosophy/theory of learning being used by teachers
- Principles inform the teaching and learning approaches of teachers
- Principles related to a particular type of approach
- Principles inform the operation structure within which an education support worker will work

RANGE STATEMENT

Range of skills in learning environment may include:

- Problem solving
- Communication
- Reading
- Teamwork
- Thinking
- Technology
- Initiative and risk taking
- Organisational
- Gross and fine motor

Delivery strategies may include:

- Demonstration/modelling
- Instruction
- Presentation
- Guided facilitation
- Initiating and facilitating discussion
- Brainstorming activities
- Practice
- Project work
- Tutoring
- Coaching
- Mentoring
- Enabling and supporting effective student participation
- Mixed strategies as appropriate to student needs
- Various groups sizes
- Enquiry models
- Play based learning

Presentation techniques may include:

- Use of specific equipment
- Use of presentation technologies
- Interactive presentation
- Movement
- Role plays
- Games

RANGE STATEMENT

Facilitation skills may include:

- Using interpersonal skills to develop a sense of belonging within the group
- Monitoring and engagement of students in the activity
- Catering for diverse learning styles in presentation
- Moving students towards intended learning outcomes

Interpersonal skills include:

- Establishing trust
- Demonstrating sensitivity to diversity
- Modelling learning behaviours
- Showing students other staff respect
- Interpret accurately non-verbal messages
- Using appropriate and inclusive language and concepts
- Establishing a supportive environment
- Active listening
- Encouraging the expression of diverse views and opinions
- Building and maintaining rapport with students

Observation techniques may include:

- Making notes at the time
- Reviewing the activity afterward
- Observing student interactions
- Questioning to monitor student progress
- Running records
- Tape recording
- Video recording
- Checklists
- Evaluations of behaviour difficulties
- Other records determined by the teacher

Behaviour of concern may include:

- Any behaviour that interferes with individual learning and affects the learning or safety of self and/or others

RANGE STATEMENT

Unanticipated situations may include:

- Students experiencing unforeseen difficulties with the learning activity
- Conflict
- Health and welfare issues
- Equipment breakdown
- Lack of resources
- Relocation
- New students
- Alarms

Designated personnel may include:

- Teachers
- Heads of departments
- Principal
- Advisory visiting staff
- Guidance officer
- School counsellor
- Curriculum coordinator
- Heads of curriculum
- Heads of special education services

Unit Sector(s)

Not Applicable