



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS502B Foster and support an effective learning environment

Release: 1

CHCEDS502B Foster and support an effective learning environment

Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS502A Foster and support an effective learning environment	CHCEDS502B Foster and support an effective learning environment	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 skills and knowledge required by education support workers to independently establish a learning environment for students

Application of the Unit

Application

This unit is intended for education support workers to facilitate a framework of education support within the education context and 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. Establish learning context and delivery arrangements

1.1 Establish, analyse and organise the *physical learning environment* to meet organisation compliance and facilitate learning

1.2 Identify and assess *risks and constraints* for learning delivery

1.3 Access information from teachers, others, documentation or records on the individual *learning needs* of students

1.4 Confirm responsibilities and role with *relevant staff*, to establish, deliver and review learning

1.5 Plan to reflect *inclusivity and diversity principles* in the learning environment

ELEMENT**PERFORMANCE CRITERIA****2. Identify, interpret and document learning styles**

2.1 In conjunction with teacher, analyse and assess a broad range of *learning theories and styles* for relevance and application to the individual/group of students

2.2 In conjunction with teacher, implement a range of *learning strategies*, analyse them for effectiveness and modify where necessary

2.3 Provide planning documentation to relevant staff for approval ensuring the plan reflects a variety of learning styles

3. Manage the learning environment

3.1 In conjunction with teacher, establish the learning environment to meet the *agreed goals* and to reflect inclusive processes and practices

3.2 Facilitate learning to include diversity of student needs

3.3 Use *communication and interpersonal skills* to establish learning environment and motivate students

3.4 Identify barriers to learning and make adjustments where necessary to the learning environment

3.5 Create learning experiences using learning theories, principles and inclusive practice

4. Assess situations requiring interventions

4.1 Gather information from relevant sources and identify the immediate and long term consequences of the situation

4.2 Identify major issue of concern, factors which are maintaining the situation and frequency of the problem occurring

4.3 Observe and investigate interaction patterns

4.4 Identify and make decisions about the impact of the problem on people involved and need for urgent action

4.5 Assess the likely intent of the student central to the problem

ELEMENT**PERFORMANCE CRITERIA**

5. In conjunction with teacher, develop, implement and review behaviour support strategies

- 5.1 Under teacher supervision, develop clear goals to meet students needs and development stage and obtain required resources to implement strategies
- 5.2 Where possible develop strategies with student and implement in the least obtrusive way, under teacher supervision
- 5.3 Design strategies in consultation with other staff that create opportunities for students to interact with others
- 5.4 Under teacher supervision, regularly review strategies which are achievable within available resources
- 5.5 Complete incident report forms as required by organisation

6. Reflect on own professional practice

- 6.1 Facilitate and plan learning to meet ethical principles of practice
- 6.2 Monitor and review own practice as a learning facilitator with supervisor
- 6.3 Analyse facilitation practice to identify professional development needs
- 6.4 Incorporate continual improvement practices in planning and facilitation practices

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:

- Relationship between legislation and agency policy and procedures
- Principles of duty of care
- Relevant standards and code of behaviour in the workplaces
- Rights and responsibilities of students and workers
- Principles and practices of confidentiality
- Importance of ethics in practice
- School policies
- Learner needs to be learner focused
- Learning styles, strategies and theories
- Availability and type of resources
- Principles of diversity and inclusivity
- Emergency procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Identify and integrate legislative responsibilities and policies and procedures into routine activities
- Interpret and analyse the legislative framework
- Make decisions according to legal, ethical and organisation policy
- Interpret and analyse the legislative framework
- Work within the ethical frameworks underpinning an education setting
- Integrate diversity into planned activities
- Plan, organise and facilitate learning activities
- Develop and implement behaviour support strategies in consultation with the teacher

REQUIRED SKILLS AND KNOWLEDGE

- Undertake self reflection and improvement process

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 and use interpersonal skills
- Problem solve logistics
- Plan and organise activities
- Use literacy to the required level
- Deliver in a range of methodologies
- Reflect, observe and demonstrate facilitation

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

EVIDENCE GUIDE

- 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
- 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.

RANGE STATEMENT

Opportunities for physical development may include:

- Fine motor and gross motor activities
- Eye-hand/foot coordination
- Balance
- Active games
- Sports
- Physical environment - constraints and potential
- Level of support
- Frequency and regularity
- Socio-dramatic play
- Art/craft activities

Physical learning environment may include:

- Classroom
- Library
- Workshop
- School support centre
- Learning support centre
- Special education units
- Special school
- Pre school
- Behaviour support units
- Excursions
- Vocational education environment

Learning environment may include:

- Physical setting
- Routines
- Procedures
- Mood/tone/climate
- Resources
- Appropriate language
- Tailoring to the individual interests and learning style

RANGE STATEMENT

Risks and constraints may include:

- Work health and safety (WHS)
- Age
- Time
- Space
- Group size
- External risks
- Appropriate groupings of students to meet their learning needs
- Environmental factors, weather, location
- Linguistic, cultural or ethnic differences
- Inadequate resources

Learning needs may include:

- English language, literacy and numeracy
- Behaviour support
- Learning support
- Socio-emotional
- Culturally appropriate
- Physical and/or intellectual disability

Relevant persons may include:

- Teachers
- Principles
- Heads of department
- Curriculum coordinators
- Parents/carers
- Specialist support staff

RANGE STATEMENT

Inclusivity and diversity principles may include:

- Age
- Cultural background
- Disability
- Education level and experience
- Ethnicity
- Gender
- Interests
- Language
- Learning styles
- Life experiences
- Thinking styles
- Responding to individuals with particular needs
- Demonstrating probity in all areas of responsibility
- Modelling organisation code of conduct
- Reinforcing ethical conduct in transaction with and between people
- Demonstrating sensitivity to the circumstances and background of others

Learning theories may include:

- Behaviour and cognitive learning theory
- Social constructivist theory

Learning styles may include:

- Aural
- Visual
- Verbal
- Kinaesthetic
- Logical
- Social
- Solitary
- Global/analytical
- Theoretical
- Activists
- Pragmatic
- Reflective

RANGE STATEMENT

Learning strategies may include:

- Role plays
- Written activities
- Discussion
- Group work
- Scaffold learning
- Debating
- E learning
- Case studies
- Demonstration
- Games
- Project work

Agreed goals may include:

- Behaviour outcomes
- Literacy outcomes
- Numeracy outcomes
- Self expression
- Social outcomes
- Curriculum outcomes
- Organisation outcomes

Communication and interpersonal skills may include:

- Congruence between verbal and non-verbal communication
- Written
- One on one instruction
- Critical listening and questioning
- Constructive feedback
- Age and culturally appropriate language

Unit Sector(s)

Not Applicable