



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS508B Assist in leading a small team in an educational environment

Release: 1

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Modification History

CHC08 Version3	CHC08 Version 4	Description
CHCEDS508A Assist in leading a small team in an education environment	CHCEDS508B Assist in leading a small team in an education 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 for education support workers to plan and lead the activities of a small team in the education environment, in conjunction with a teacher

Application of the Unit

Application

This unit is intended for education support workers involved in team leadership with groups of students, staff and volunteers in the education context

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher

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. Assist with provision of information and training to *team* members

PERFORMANCE CRITERIA

- 1.1 Work with teacher to clarify detailed information and *training requirements* to address identified purpose and performance requirements of team
- 1.2 Articulate clearly the purpose for which the *team* is formed
- 1.3 Explain to team members the team and individual responsibilities and *performance requirements*
- 1.4 Design team member responsibilities in accordance with *industrial agreements* where appropriate
- 1.5 In consultation with teacher, work with team members to identify their *training needs*
- 1.6 Implement a *systematic approach to training* as appropriate to the individual and the task

ELEMENT**PERFORMANCE CRITERIA****2. Plan and manage workflow**

- 2.1 Determine timeframes for completion of the task
- 2.2 *Monitor and review* of allocated task/functions to ensure delivery within timeframes
- 2.3 Provide opportunities for team members to vary tasks undertaken where a change might enhance productivity
- 2.4 Manage *contingencies* to ensure minimal effects on work outcomes, in consultation with teacher

3. Review team performance, in consultation with teacher

- 3.1 Develop and maintain positive and constructive relationships with and between team members
- 3.2 Review and update team objectives in *consultation* with team members
- 3.3 Identify with the team the strengths and weaknesses as benchmarked against the organisation standards
- 3.4 Encourage team members to reflect upon own performance, suggest improvements and identify professional development needs
- 3.5 Provide *recognition* to team members for their contribution to team outcomes

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:

- Basic knowledge of state and federal legislation and local government legislation affecting the operations of an education organisation, especially in regard to work health and safety (WHS), environmental issues, disability and anti-discrimination
- Relevant industry awards and enterprise agreements
- Organisation policy and procedures pertaining to team operations
- Specific knowledge relevant to the work of the team

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Lead a team within relevant industrial and organisation frameworks
- Develop and maintain team performance and relationships
- Identify and meet training needs within the team
- Plan and manage the work of a team

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:

- Use literacy skills to interpret legal requirements, comprehend equipment user manuals and maintain records
- Use numeracy skills to effectively manage resource requirements, timeframes, budgets (where necessary) and team allocations
- Use communication skills including effectively relating to team members and other staff
- Undertake team building and motivation

REQUIRED SKILLS AND KNOWLEDGE

- Relate to a diverse range of people

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
- Access to relevant documentation and resources normally used in the education workplace
- Access to appropriate awards and agreements relevant to the candidate and team members

Method of assessment:

- Assessment may include observation, questioning, case studies, demonstration, simulation and work based projects 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.

Legislation and codes that may affect the team allocation of tasks may include:

- Federal/State and territory legislation relating to anti-discrimination, WHS, disability environmental issues and industrial relations affecting education environments

RANGE STATEMENT

Team may include:

- Colleagues
- Students
- Parents
- Home tutors
- Volunteers
- Community members
- People from diverse cultural and ethnic backgrounds
- People with a range of skills and knowledge
- Groups formed across faculties, schools, clusters, districts and regions

Performance requirements may include:

- Timelines for completion
- Standards to be achieved
- Quality of products
- Individual responsibilities
- Team productivity
- Cooperation and support between team members
- Compliance with legislation and organisation policies

Training requirements may include:

- Use of technology
- Relevant policy
- Legislation requirements
- Processes and procedures
- Use of resources
- Systems and protocols
- Specific skills

RANGE STATEMENT

Systematic approach to training includes:

- Identifying skills available within the team
- Identifying training needed by the team members
- Pairing skilled team members with less skilled team members
- Providing training in a logical sequence to build capability
- Managing the amount of information provided to maintain active learning
- Offering opportunities for practice and support
- Providing ongoing constructive feedback and positive acknowledgement of achievements
- Receiving and acting on feedback about training provided

Monitor and review task allocations may include:

- Asking team members for feedback on progress
- Monitoring timelines and outcomes
- Team discussions on progress and reasons for delays
- Requesting suggestions for improvement from the team
- Reallocation of tasks when necessary to lift team effectiveness

Contingencies may include:

- Illness
- Absenteeism
- Technology breakdown
- Resources unavailable
- Accident or emergency
- Conflict within the team

Consultation involves:

- A two way conversation in which both parties are given the opportunity to express a view, opinion, perspective, solution or options
- Consultation undertaken well usually results in a decision owned by all participants in the conversation, even when some do not agree

RANGE STATEMENT

Recognition of contributions may include:

- A nod, smile or handshake
- A few positive words about the task completed
- Thanks and appreciation of the job well done
- A formal appreciation for work by way of issue of a certificate

Unit Sector(s)

Not Applicable