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| UNIT CODE | CHCEDS034 |
| UNIT TITLE | Contribute to the planning and implementation of educational programs |
| APPLICATION | <p>This unit describes the performance outcomes, skills and knowledge required to assist teachers in the planning and delivery of education programs. Classroom-level support is provided to ensure the learning environment is inclusive and relevant, and appropriately resourced and maintained. This includes routine classroom administration and operational functions.</p> <p>The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in classroom settings in schools, with students between the ages of five and 18 years, but may also work in other education settings within the community.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> |
| PREREQUISITE UNIT | Nil |
| COMPETENCY FIELD | Education Support |
| UNIT SECTOR | Children's Education and Care |

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| ELEMENTS | PERFORMANCE CRITERIA |
| <i>Elements describe the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Contribute to planning and preparation. | 1.1 Seek and use guidance of teacher or other education professional when contributing to planning. 1.2 Make contributions that reflect clear understanding of program objectives and outcomes and their relationship to current curriculum. 1.3 Prepare for implementation in accordance with teacher direction, safety and legal requirements, school policy and procedures and job role. |

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| 2. Implement program under guidance of teacher. | <p>2.1 Organise and distribute notes and student work as agreed.</p> <p>2.2 Guide students in the location and use of relevant materials needed to participate in the lesson or activity.</p> <p>2.3 Implement classroom strategies that support individual student needs under teacher direction.</p> <p>2.4 Coordinate identified equipment and resources relevant to the program.</p> <p>2.5 Identify and provide information that assists the teacher in identifying educational needs of students.</p> |
| 3. Contribute to a consistent and stable learning environment. | <p>3.1 Clarify requirements and implement classroom routines appropriately.</p> <p>3.2 Manage routine duties and tasks within established timeframe and according to school policies and procedures.</p> <p>3.3 Promote cooperation and good relationships through positive approaches to work.</p> <p>3.4 Identify possible environmental modifications that suit the individual needs of students according to established guidelines.</p> |
| 4. Contribute to individual and group assessment. | <p>4.1 Accurately record and report observations as specified in the job role in accordance with routine requirements.</p> <p>4.2 Provide informed contributions to student reviews and case conferences as part of a collaborative process.</p> |
| 5. Review the implementation of educational programs to identify potential strategies for improvement. | <p>5.1 Consider program implementation in relation to the plan to identify where improvements could be made.</p> <p>5.2 Discuss outcomes with the supervising teacher and share feedback to contribute to strategies for improvement</p> <p>5.3 Seek, acknowledge and act upon teacher feedback to improve own practice and identify development opportunities.</p> |

| FOUNDATION SKILLS | |
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| <i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i> | |
| SKILLS | DESCRIPTION |
| Reading skills to: | <ul style="list-style-type: none"> Interpret educational program information and curriculum documentation. |
| Writing skills to: | <ul style="list-style-type: none"> Record information and observations according to organisational procedures. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> Proactively seek opportunities to improve own work practice and conduct. |
| UNIT MAPPING INFORMATION | CHCEDS002 Assist in implementation of planned educational programs |

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| TITLE | Assessment Requirements for CHCEDS034 Contribute to the planning and implementation of educational programs |
| PERFORMANCE EVIDENCE | <p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ contribute to the preparation of three classroom programs ■ implement classroom programs on three occasions ■ record observations for three different students ■ perform the activities outlined in the performance criteria of this unit during a period of at least 100 hours, in a classroom environment catering to children between the ages of five and 18 years, within at least one educational organisation in Australia. |

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| KNOWLEDGE EVIDENCE | <p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ role and responsibilities of an education support worker and specific understanding of work role and responsibilities in relation to program planning and implementation ■ education system policies and procedures ■ organisational policies and procedures as they apply to the work role ■ the process used by teachers to plan and implement educational programs ■ features and formats of curriculum documentation: <ul style="list-style-type: none"> ○ how to interpret ○ how it is used in the classroom ■ different types of classroom support activities: <ul style="list-style-type: none"> ○ demonstrating skills ○ individual instruction ○ modifying environment or materials ○ monitoring student progress ○ observing / listening to student work ○ small group instruction ■ how to make and record student observations ■ factors that affect individual student needs: <ul style="list-style-type: none"> ○ age and individual development against milestones ○ cultural background ○ disability ○ language background (whether English is first language) ○ personal characteristics ○ preferred learning style ■ types of classroom routines in relation to: <ul style="list-style-type: none"> ○ start and finish of sessions ○ communication protocols: <ul style="list-style-type: none"> ● between students ● between students and teacher ■ ways in which the support worker can promote cooperation and good relationships: <ul style="list-style-type: none"> ○ with teacher ○ with students ■ key aspects of the student review / case conference process: <ul style="list-style-type: none"> ○ what the process includes ○ terminology used ○ who may be involved ○ documentation and reporting requirements. |
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| ASSESSMENT CONDITIONS | <p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none">■ implementation of classroom programs 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. <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none">■ student information to inform planning■ curriculum information■ teaching and learning resources■ educational equipment and teaching aids■ organisational policies and procedures■ students in an educational organisation■ colleagues for guidance and collaboration. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p> |
| LINKS | |