UNIT CODE	**CHCEDS052**
UNIT TITLE	**Deliver elements of teaching and learning programs**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to establish the learning environment, facilitate structured delivery and monitor outcomes. 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 aged between five and 18 years, but may also work in other education settings within the community. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish an environment conducive to learning.	1.1 Discuss the learning activity with the supervising teacher and confirm delivery requirements. 1.2 Identify individual learning needs with the supervising teacher and agree on appropriate strategies. 1.3 Confirm availability of resources before activity commences and document resources to be used.
2. Deliver and facilitate learning.	2.1 Establish a learning relationship with students using appropriate verbal and non-verbal communication skills. 2.2 Initiate relationships with and between students that support inclusion, acknowledge diversity and contribute to a positive learning environment. 2.3 Interact with students based on principles of practice and according to learning styles and identified learner characteristics. 2.4 Provide opportunities for students to use skills during learning activities. 2.5 Use and adapt delivery strategies, technologies and equipment to optimise student learning.

3. Demonstrate effective facilitation skills.	3.1 Use presentation techniques that make delivery engaging and relevant. 3.2 Use facilitation skills that support effective participation, and individual and group management. 3.3 Monitor and document students' progress using agreed observation techniques.
4. Monitor learning and review delivery.	4.1 Monitor and document student progress against desired outcomes and individual learner needs. 4.2 Complete all required documentation accurately to meet organisational requirements. 4.3 Review and consider own delivery performance. 4.4 Request feedback and documents from the supervisor on quality of delivery and areas for improvement of performance. 4.5 Implement identified improvements to delivery techniques.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Writing skills to:	■ Record information according to organisational policies and procedures.
Oral communication skills to:	■ Use listening and questioning to seek information and confirm understanding.
Technology skills to:	■ Use computers and digital media to record, monitor and report on student progress according to organisational procedures.
UNIT MAPPING INFORMATION	CHCEDS026 Deliver elements of teaching and learning programs
LINKS	

TITLE	**Assessment Requirements for CHCEDS052 Deliver elements of teaching and learning programs.**

PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
	
	■ prepare for and deliver two structured sessions to groups of at least five students
	■ use the following to facilitate sessions:
	  ○ three different delivery strategies
	  ○ one technology
	
	■ monitor and document student outcomes from one structured delivery session.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
	
	■ the application of the Principles of Practice as used in the employing education environment for a phase of learning
	■ the principles of effective teaching and learning
	■ types of resource requirements for structured delivery, and how and when they might be used:
	  ○ visual
	  ○ written
	  ○ digital
	
	■ techniques and strategies for the following and their application to different student cohorts:
	  ○ delivery
	  ○ facilitation
	  ○ presentation
	  ○ making and recording observations.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace: • delivery of sessions 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. Skills related to preparation and documented may be demonstrated outside of the workplace. Interactions with students must be supervised by a teacher or other educational professional. Assessment must ensure access to: • student information to inform planning • curriculum information • teaching and learning resources • principles of practice • organisational policies and procedures • students in an educational organisation • colleagues for guidance and collaboration. Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.
LINKS	