

<b>UNIT CODE</b>	<b>CHCEDS041</b>
<b>UNIT TITLE</b>	<b>Set up and sustain learning areas</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to create and monitor individual and/or small group learning environments. This may include a learning activity area in a classroom, library or home-based learning environment or a virtual learning environment.</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 aged between 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>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Education Support
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Create a positive learning space.	1.1 Construct a learning space within budgetary constraints under the guidance of the teacher or supervisor. 1.2 Select and prepare equipment and materials suitable for learning activities in collaboration with the teacher or supervisor. 1.3 Identify and respond to age requirements and mix based on individual situation needs. 1.4 Use techniques that make the environment positive and stimulating for learning.
2. Organise learning resources.	2.1 Organise learning resources that are suitable to the learner and the education support worker. 2.2 Establish storage and retrieval procedures that support learning. 2.3 Instruct learners on how to use the resource organisation system.

3. Prepare to provide education support to students.	3.1 Prepare activities and daily requirements in advance with reference to support mechanisms where necessary. 3.2 Establish and accurately document daily routines. 3.3 Clarify and confirm understanding of teacher requirements and ensure consistent interpretation and application. 3.4 Review progress regularly and identify future requirements.
4. Manage a learning timetable.	4.1 Schedule learning activities as directed by teachers. 4.2 Coordinate content of learning activities to provide an appropriate timetable structure. 4.3 Manage interruptions and contingencies with minimum disruption to learning.

FOUNDATION SKILLS	
<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"> <li>Interpret educational program information and curriculum documentation.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>Ask open and closed questions and actively listen to seek information from teacher and confirm understanding.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>Interpret numerical information in relation to timeframes.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>Access and record activities, routines and schedules according to organisational policies and procedures.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	CHCEDS012 Set up and sustain individual and small group learning areas
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCEDS041 Set up and sustain learning areas.</b>
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<b>PERFORMANCE EVIDENCE</b>	<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"> <li>■ create two positive learning spaces: <ul style="list-style-type: none"> <li>○ one for an individual</li> <li>○ one for a small group</li> </ul> </li> <li>■ demonstrate use of at least three different techniques to create a positive and stimulating learning environment for each of the above spaces.</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ different types of customised learning spaces, both physical and virtual</li> <li>■ what constitutes a positive and stimulating environment for learning for primary and secondary students</li> <li>■ features, techniques and equipment required to create different learning environments</li> <li>■ resources available for the support of individual or group learning</li> <li>■ learning technologies.</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> <li>■ performance evidence may be collected through authenticated third-party reports, and must be supplemented by other forms of evidence.</li> </ul> <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"> <li>■ learning activities for which spaces are created</li> <li>■ a resource organisation system</li> <li>■ equipment and materials for creation of the space</li> <li>■ students for whom spaces are created</li> <li>■ colleagues for guidance and collaboration.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	