UNIT CODE	**CHCEDS047**
UNIT TITLE	**Assist in facilitation of student's learning**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to facilitate and monitor student learning according to principles of practice used in a school.
	The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.
	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 student learning.	1.1 Confirm the teaching and learning approach and its principles of practice with teacher. 1.2 Identify and confirm requirements for the specified activity through interpretation of the learning program. 1.3 Meet specified needs of students in planning and preparation phase and confirm relevant principles of practice with teacher. 1.4 Select and modify required resources that support the learning approach prior to the activity. 1.5 Establish a positive, mutually respectful relationship with students using communication and interpersonal skills that match the student/group.
2. Facilitate the learning process.	2.1 Interact with students in ways that reflect and support principles of practice in accordance with student learning styles. 2.2 Conduct learning activities according to provided programs and directions. 2.3 Take opportunities to enhance learning activities within the scope of the principles of practice.

3. Support and monitor student learning.	3.1 Monitor, document and report student progress to supervising teacher to ensure learning outcomes are being achieved. 3.2 Adjust and modify delivery strategies to meet emerging needs and unanticipated situations. 3.3 Encourage students to reflect on personal learning achievements and learning experiences. 3.4 Manage student interactions to encourage effective participation occurs and positive relationships are maintained. 3.5 Use established and agreed techniques to guide behaviour. 3.6 Maintain, store and secure student records in accordance with organisation requirements.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Reading skills to:	■ Comprehend content of teacher planning documents.
Writing skills to:	■ Record information and observations according to organisational procedures.
Oral communication skills to:	■ Interact with students to build rapport ■ Use listening and questioning skills to seek information and confirm understanding.
Initiative and enterprise skills to:	■ Use appropriate support strategies when opportunities arise.
Technology skills to:	■ Use computers and digital media to record, monitor and report on student progress according to organisational procedures.
UNIT MAPPING INFORMATION	Pending
LINKS	

TITLE	**Assessment Requirements for CHCEDS047 Assist in facilitation of student's learning.**

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: ■ establish a learning environment and facilitate the learning process for each of the following on two occasions: 　○ a small group 　○ an individual ■ respond appropriately to guide childrens' behaviour on at least two occasions ■ report on the progress of two students ■ perform the activities outlined in the performance criteria of this unit during a period of at least 100 hours within at least one school in Australia.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: ■ the different responsibilities of teachers and education support workers for student learning outcomes ■ education system's policies and procedures ■ organisational policies and procedures ■ interpersonal skills that influence positive student and staff interactions ■ reading, writing, language and numeracy competence required to perform effectively in an education support role ■ contemporary learning theories and practices: 　○ direct teaching 　○ use of games and activities 　○ use of technologies 　○ provision of opportunities for students to apply their learning on their own or in groups 　○ provision of opportunities for students to reflect on and reinforce their own learning ■ principles of practice for the identified school environment: 　○ underpinning elements that reflect the theory of learning being used 　○ teaching and learning approaches of teachers ■ student learning styles and how they influence learning outcomes: 　○ aural 　○ kinaesthetic 　○ visual ■ learning process ■ features and formats of curriculum documentation: 　○ how to interpret 　○ how they are used in the classroom ■ organisation's process and procedures for working with students and supporting behaviour ■ legislation, its purpose and key requirements that impact individual workers facilitating learning relating to: 　○ anti-discrimination 　○ child protection 　○ confidentiality and privacy 　○ duty of care responsibilities applicable to non-teaching staff 　○ work health and safety.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace: ■ facilitation of the learning process 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 reporting 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 a school ■ colleagues for guidance and collaboration. Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.
LINKS	