

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 by Education Support workers 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 with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.</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

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.	<p>1.1 Contribute to planning in collaboration with teacher or other education professional.</p> <p>1.2 Make contributions that reflect understanding of program objectives and outcomes and their relationship to current curriculum.</p> <p>1.3 Prepare for implementation in accordance with teacher direction, safety and legal requirements, school policy and procedures and job role.</p>

2. Implement program under guidance of teacher.	<p>2.1 Organise and distribute resources 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 under teacher direction to support individual student needs.</p> <p>2.4 Coordinate the provision of identified equipment and resources relevant to the program.</p> <p>2.5 Identify and provide information that assists the teacher in establishing 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 when required.</p>
5. Review the implementation of educational programs to identify potential strategies for improvement.	<p>5.1 Evaluate program implementation 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	
<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.
Self-management skills to:	<ul style="list-style-type: none"> ■ Proactively seek opportunities to improve own work practice and conduct.
UNIT MAPPING INFORMATION	Pending

LINKS	
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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■ assist with implementation of classroom programs on three occasions and record observations for a total of 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 students between the ages of five and 18 years, within at least one school in Australia.

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 development in relation to milestones ○ cultural background ○ disability ○ language background ○ personal attributes ○ 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 education 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 a school ■ colleagues for guidance and collaboration. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	