

## CHCEDS320A

## Set up and sustain individual and small group learning areas

### Description

This unit covers the basic establishment and organisation of individual and/or small group learning environments, such as a home based classroom, activity area in a classroom or library, or a virtual schooling area

It involves constructing and sustaining a physical environment that supports student learning and encourages effective management processes

### Employability Skills

This unit contains Employability Skills

### Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

### ELEMENT

1. Create a positive physical learning space
2. Organise learning resources
3. Demonstrate awareness of occupational health and safety (OHS) issues

### PERFORMANCE CRITERIA

- 1.1 Construct a learning space that is within family, vocational and/or budgetary constraints
- 1.2 Select and set-up furnishings and fittings that are suitable for a variety of learning activities
- 1.3 Accommodate multi-age requirements within a learning space
- 1.4 Use displays, posters and accessories conducive to learning
- 2.1 Organise learning resources that are suitable to the learner and the education support worker
- 2.2 Establish storage and retrieval procedures to support learning
- 2.3 Place resources for access depending on student's age, family and limitations
- 2.4 Prepare resources for assessment and dispatch
- 2.5 Instruct learners on how to use the resource organisation system
- 3.1 Store resources and equipment safely
- 3.2 Provide appropriate learning environment, such as desk and chair
- 3.3 Provide adequate ventilation and lighting in work area
- 3.4 Demonstrate awareness of *OHS issues*, including *when working outside*

ELEMENT	PERFORMANCE CRITERIA
4. Prepare to provide education support to students	4.1 Prepare activities and daily requirements in advance with reference to <i>support mechanisms</i> where necessary 4.2 Establish daily routines 4.3 Clarify and confirm understanding of school / teacher requirements and ensure consistent interpretation and application 4.4 Review progress on a weekly basis and identify future requirements
5. Manage a learning timetable	5.1 Ensure learning timetable demonstrates understanding of <i>work-life balance</i> 5.2 <i>Schedule learning activities</i> appropriately 5.3 Coordinate content of learning activities to provide an appropriate timetable structure 5.4 Manage interruptions and <i>contingencies</i> with minimum disruption to learning

### REQUIRED SKILLS AND KNOWLEDGE

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Relevant legislation from all levels of government that affects organisation operation, especially in regard to OHS and environmental issues, child protection, anti-discrimination and copyright
- Management of resources
- Positive learning environment
- Learning technologies

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Use communication skills to provide information to and gain feedback from learners and teachers
- Use literacy skills to document environment and resource organisation
- Undertake problem solving
- Use planning and organisation skills, including time management, organisation of material and resources
- Use contingency management skills

### RANGE STATEMENT

*OHS issues when working outside may include but are not limited to:*

- Sun safety
- Environmental hazards
- Hydration
- Vision protection

**ELEMENT**

**PERFORMANCE CRITERIA**

*Support mechanisms may include:*

- Teacher/facilitator
- Peers/tutors/mentors
- Technical experts/learning specialists
- Print –based materials
- Off-site learning environment
- Training materials

*Work-life balance includes:*

- Including rest and relaxation in routines
- Providing adequate time for work and play
- Prioritising as required to ensure various work objectives are achieved

*Schedule learning activities may include:*

- Ensure variety in student activity schedule
- Sequence activities as directed by teachers
- Arrange learning activities around other business or family priorities
- Schedule activities to align with school contact times
- Take into account travel time
- Ensure the schedule includes meal times and play breaks

*Contingencies may include:*

- Conflict with social or vocational parameters
  - Insufficient dedicated time available
  - Vocational priorities take precedence
  - Equipment malfunction
  - Materials delayed
  - Accidents or emergencies
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