

National Unit Specification: general information

UNIT The Effective Organisation and Use of Resources: The Role of the Classroom Assistant (Intermediate 2)

NUMBER D31B 11

COURSE

SUMMARY

This unit enables candidates to acquire and demonstrate the skills required of the classroom assistant in relation to preparing and using materials and equipment within the learning and teaching environment. The unit also allows the candidate to gain knowledge in relation to effective organisation and monitoring of resources.

OUTCOMES

- 1 Prepare and produce a range of materials for use in the classroom.
- 2 Demonstrate how to prepare and use a range of classroom equipment.
- 3 Contribute to the organisation and maintenance of resources.
- 4 Contribute to the maintenance of an environment for effective daily classroom activity.

RECOMMENDED ENTRY

Access is at the discretion of the centre, however candidates would be expected to be working or undertaking a work experience placement within an educational setting.

CREDIT VALUE

1.0 Credit at Intermediate 2.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: GA

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National Unit Specification: statement of standards

UNIT The Effective Organisation and Use of Resources: The Role of the Classroom Assistant (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Prepare and produce a range of materials for use in the classroom.

Performance criteria

- a) The demonstration of how to prepare copies of papers using reprographic equipment is accurate.
- b) The demonstration of the preparation of a range of classroom materials is appropriate.
- c) Materials for use in the classroom are prepared as requested by the class teacher.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

OUTCOME 2

Demonstrate how to prepare and use a range of classroom equipment.

Performance criteria

- a) The demonstration of how to set up and use a range of classroom equipment is accurate in terms of the manufacturer's instructions.
- b) The description of any safety requirements for a range of classroom equipment is accurate and in accordance with classroom use.
- c) The selection, preparation and use of a range of classroom equipment is appropriate and in accordance with the requests of the class teacher.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Contribute to the organisation and maintenance of resources.

Performance criteria

- a) The demonstration of how to maintain and monitor a stock of consumable resources is appropriate in terms of establishment procedures.
- b) The demonstration of how to catalogue and maintain learning and teaching resources is accurate.
- c) The demonstration of the use of a Library Resource Centre classification system is accurate.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

OUTCOME 4

Contribute to the maintenance of an environment for effective daily classroom activity.

Performance criteria

- a) The consultation with the class teacher is appropriate in terms of clarifying daily activity and teacher requirements.
- b) The setting up and clearing of the classroom environment and activity is carried out in accordance with class teacher requirements.
- c) The performance in daily activity is consistent with establishment health and safety policy and the role of the classroom assistant.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

EVIDENCE REQUIREMENTS FOR THE UNIT

Outcome 1

- a) & b) demonstration of how to prepare copies and the preparation of a range of classroom materials can be carried out in a simulated environment.
- c) evidence of actual performance to show candidates can prepare materials for use in the classroom as requested by the class teacher. Performance should be supported by a candidate log.

National Unit Specification: statement of standards (cont)

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Outcome 2

- a) demonstration of how to set up and use a range of classroom equipment can be carried out in a simulated environment.

- b) written and/or oral evidence.

- c) evidence of actual performance to show candidates can select, prepare and use a range of classroom equipment appropriately and in accordance with the requests of the class teacher. Performance should be supported by a candidate log.

Outcome 3

Demonstration to ensure coverage of all performance criteria. All demonstration can be carried out in a simulated environment. Written evidence in the form of a folio of notes to cover all performance criteria.

Outcome 4

Evidence of actual performance required for all performance criteria. Performance also to be supported by a candidate log.

National Unit Specification: support notes

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This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

Candidates should get the opportunity to practice and prepare copies of papers appropriate for use in the classroom situation. The familiarisation of candidates with the operation of reprographic equipment used within the educational setting is essential, this would commonly be a photocopier but consideration should be given to other equipment still in use. Candidates should also be aware that increasingly resources are kept on computer file and the retrieval and printing of material may be necessary before they can be copied for class use.

Candidates should be able to demonstrate the following:

Copies of papers

One sided, double sided, reduced, enlarged, transferred to acetate.

Collation of papers

Sets of work, booklets, single page, multi-page fastened.

Ideally candidates should practice skills with papers appropriate to the educational setting.

Candidates should also have an awareness of basic copyright legislation, procedure in relation to the educational setting and the implications for the individual.

Candidates should also get the opportunity to prepare a range of materials in use within the classroom. Candidates should gain an awareness of the range of resources that are available and should have an understanding of how a range of materials are used within the educational setting. Materials examined should include:

- Materials for art and craft activities
- Materials used for interest tables
- Materials used for wall displays
- Materials used for signage and labelling
- Materials for mounting pupil's work
- Materials for pupil's folders
- Materials for practical activities, cooking, baking, physical activities

Candidates should have a basic awareness of how to use these materials and should be given experience of preparing interest tables, wall displays, mounting and labelling of pupil's work etc.

NB. Evidence of actual performance within the educational setting is necessary to achieve this outcome.

National Unit Specification: support notes (cont)

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Outcome 2

Candidates should be aware how to set up and use a range of equipment used within the educational setting. The candidate should be given access to a range of equipment and develop confidence in its preparation and use. They should gain a clear understanding of basic set up and use procedure. When examining safety requirements candidates should explore the basic principles of risk assessment considering themselves, pupils and other staff members. Candidates should also be aware of procedures in relation to safe techniques for the moving and handling of equipment.

The range of classroom equipment that could be considered includes:

Audio equipment

Cassette recorders/players

Visual equipment

Television, video recorders, video cameras, overhead projectors, slide projector.

Information, communications and technology equipment (ICT)

Computer word processor, internet, electronic mail.

Science equipment

eg. microscope, magnifying glass, lenses, circuits, batteries.

Musical equipment

eg. electronic keyboards, percussion instruments.

Mathematics equipment

eg. measuring/weighing equipment.

P.E. equipment

Large and small apparatus for a range of activities including team games, gymnastics, dance and athletics.

Candidates should be aware of any local authority policies and procedures in relation to the use of equipment and consideration should be given to reporting of faulty equipment.

NB. Evidence of actual performance within the educational setting is necessary to achieve this outcome.

National Unit Specification: support notes (cont)

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Outcome 3

The candidate should gain an awareness of monitoring and controlling consumable stock such as paper, stationery and art and craft resources. The candidate must appreciate that resources may be stored within the classroom or be located centrally. The candidate should appreciate that procedures for the maintenance and monitoring of stock will vary across establishments and the classroom assistant will have to become familiar with procedures within their own establishments. As an introduction to procedures for maintenance and monitoring of stock, candidates should consider the following:

- Location and storage of stock
- Health and safety in relation to stock storage areas
- Access for users
- Procedures for receiving stock
- Monitoring of stock levels i.e. agreed times such as at the beginning of the term
- Mechanisms for reporting low levels of resources
- Ordering mechanisms
- Records in relation to resources i.e. issuing and recording use of stock, ordering, requisitions, stock record cards, inventory
- Rotation of stock

Candidates should also be aware of how to catalogue and maintain a variety of learning and teaching resources, such resources could include books, computer software equipment, project resources etc. Candidates must also appreciate that these resources may be held in a variety of locations within the educational setting, these could include Library Resource Centre, Teacher Resource Base and classroom. The candidate should gain experience of cataloguing resources such as using a database and a card index system. The candidate should also get the opportunity to explore techniques for effective maintenance of resources.

The candidate should also be aware of how to use a Library Resource Centre classification system such as Dewey.

Outcome 4

Evidence of actual performance within the educational setting is necessary to achieve this outcome. Formal input will be required to allow the candidate to develop an awareness of the classroom environment and how they can contribute to the daily activity. The candidate must ensure that the environment is conducive to effective learning and is as requested by the class teacher.

National Unit Specification: support notes (cont)

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The candidates should consider daily activities as determined by the class teacher and prepare the environment accordingly. The candidate should consider activity that is going to occur for example, small or large group work, any practical activity, any specialist work such as music, drama, craft etc. The candidate should prepare and clear the classroom and materials required. The candidate should gain an appreciation for the physical environment and consider aspects of the classroom layout such as:

- Movement of desks, chairs and tables for particular purposes
- Access opportunities for the pupils, movement paths
- Ventilation and lighting for particular purposes
- Access for necessary resources eg. sinks, electrical sockets
- Emergency exit routes
- Safety for staff and pupils
- Messy areas
- Provision for the variety of activities ie. small group work, quiet individual work areas, large group activities.

Through a period of work experience candidates should demonstrate their ability to effectively prepare, participate and clear the classroom environment in accordance with the requirements of the class teacher and the daily activity.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this unit there should be a balance between lecturer/teacher exposition and candidate centred learning. This unit can be taught using a variety of methods including practical simulation exercises, demonstration, group discussion and small individual exercises.

It is necessary that candidates are working or undertaking a work placement to achieve this unit and therefore it is important that candidates are encouraged to contribute from their own experience of an educational setting.

It is also necessary to be familiar with the requirements and procedures of individual Local Authorities and educational settings for some aspects of this unit.

Outcome 1

Following lecturer/teacher exposition and demonstration candidates should get the opportunity to practice skills in relation to the use of reprographic equipment, candidates could be encouraged to keep a folio of samples of work they have produced. Information in relation to copyright could be given by visiting speaker with expertise in this area. Exploration of the range and use of classroom materials could involve lecturer/teacher exposition, examination of resource catalogues, group discussion, investigation and brainstorming. Practical demonstration and activity could be undertaken to establish how to use a range of materials. Confirmation of competence of use of materials would be undertaken by a member of teaching staff within the educational setting the candidate is placed, this could be supported by candidates written evidence ie. reflective log.

National Unit Specification: support notes (cont)

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Outcome 2

Following lecturer/teacher exposition and demonstration candidates should get the opportunity to set up and use a range of equipment. Candidates should be encouraged to make structured notes in relation to basic guidelines for the set up and operation of equipment. In this area it would be appropriate to draw on candidates experience to explore equipment in use within education settings. The use of specialists in particular areas may enhance the delivery to candidates. Issues in relation to safety could be covered by lecturer/teacher exposition and group discussion. The use of case study scenarios may be useful to emphasise importance of risk assessment. Practical demonstration by a suitably qualified person may be appropriate to emphasise correct moving and handling techniques. Confirmation of competence in the selection, preparation and use of equipment would be undertaken by a member of teaching staff within the educational setting the candidate is placed, this could be supported by candidate written evidence i.e. reflective log.

Outcome 3

Issues in relation to the monitoring and maintenance of stock and cataloguing of resources could be covered by lecturer/teacher exposition with candidates then getting the opportunity to practice and demonstrate competence in a simulated environment. Group discussion would be necessary to establish the range of learning and teaching resources and location within the educational setting. Candidates could also prepare a folio reflecting work undertaken. Work in relation to the Library Resource Centre classification system could include lecturer/teacher exposition, written exercises and practical demonstration and activity within a Library Resource Centre.

Outcome 4

Lecturer/teacher exposition in relation to this outcome would explore issues in relation to key areas of the classroom environment this could also be covered in group discussion, small group work, brainstorming and examination/drawing of room plans. Possible activity and aspects of the physical environment could be covered by brainstorming exercises and individual and group work. Confirmation of competence in the consultation on daily activity, setting up and clearing of the classroom environment and actual performance of daily activity would be undertaken by a member of teaching staff within the educational setting the candidate is placed. This could be supported by candidate written evidence ie. reflective log.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A variety of approaches to assessment could be used. These could include:

- Demonstration of competence within the work environment confirmed by teaching staff and supported by candidate reflective log and/or written materials
- Demonstration of competence within a simulated environment
- Lecturer/teacher checklists
- Short answer or restricted response questions
- Presentation of folio of notes
- Written reports which could be based on investigative/project work

Integration of assessment across outcomes may be used where this is considered appropriate.

National Unit Specification: support notes (cont)

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SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).