Australian Government

CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the New Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

    Community Services and Health Industry Skills Council

Application

This unit describes the skills and knowledge required to support, contribute to and coordinate education opportunities for students, including those from Aboriginal and/or Torres Strait Islander backgrounds.

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

It addresses inclusion of community members in school activities, demonstration that everyone is valued in day-to-day interactions and support for students' development of their self-concept.

No licensing*, legislative or certification requirements apply to this unit at the time of publication.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to a positive education environment	1.1 Access and clarify organisation policies and legislation relating to Aboriginal and/or Torres Strait Islander education with relevant personnel
	1.2 Build positive relationships that value diversity through all interactions with students
	1.3 Identify and consult with appropriate persons to obtain knowledge of local region and cultural identity
	1.4 Contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education programs and the learning environment

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
2. Support community engagement	2.1 Access community resources and personnel in a culturally appropriate way which shows respect for local culture and customs
	2.2 Invite community members to contribute personally and/or through provision of resources to education programs
	2.3 Negotiate with community members regarding approaches to provision of pastoral care initiatives ensuring the inclusion of appropriate personnel
3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students	3.1 Develop own skills and knowledge to enhance interactions with Aboriginal and/or Torres Strait Islander students
	3.2 Support the management of information in a culturally appropriate manner, including identification of how and with whom information can be shared
	3.3 Provide opportunities for Aboriginal and/or Torres Strait Islander students to share local context and cultural knowledge
	3.4 Use cultural diversity to enhance education opportunities for all students
4. Support literacy and numeracy strategies	4.1 Select and where necessary contextualise literacy and numeracy resources to create meaningful learning experiences in consultation with the teacher
	4.2 Support the management of literacy and numeracy program resources and personnel
	4.3 Select delivery and communication strategies in consultation with the teacher
	4.4 Obtain advice to identify barriers to learning and to develop strategies that match the students' learning needs

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - http://www.cshisc.com.au/