



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS313B Communicate with students

Release: 1

CHCEDS313B Communicate with students

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the requirement for education support workers to effectively communicate with students

Application of the Unit

Application

This unit applies to education support work in variety of contexts

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Communicate effectively with students

PERFORMANCE CRITERIA

- 1.1 Use positive and respectful communication styles with students in all situations
- 1.2 Use *active listening* techniques
- 1.3 Explore students interests and concerns through conversation where appropriate
- 1.4 Communicate clearly guidelines and limits for students' behaviour
- 1.5 Consider *non-verbal cues* when interacting with students
- 1.6 Use *communication strategies* that are *developmentally appropriate* for effective interaction and problem solving with students

ELEMENT**PERFORMANCE CRITERIA**

2. Use current recognised good practice techniques of communication

2.1 Communicate with students to *maintain the integrity of individual rights, self-determination and personal dignity*

2.2 Adapt style and language to accommodate different cultural values, practices and cultural sensitivities

2.3 Conduct interactions with young people in a fair, equitable and positive manner

2.4 Report accurately *disclosures* that indicate a that a student is at risk of harm in accordance with *statutory requirements and organisation procedures*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- A range of communication strategies suitable to meet students' needs
- Child protection statutory requirements (where these exist)
- Importance of stating and maintaining expectations
- Importance of principles and practices to enhance sustainability in the workplace
- Indicators of potential abuse and/or neglect
- Organisation policies and procedures relating to communicating with and about students
- Requirements of anti-discrimination legislation
- Stages of child development in relation to communication

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Active listening
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Communicate effectively with individuals from diverse cultural backgrounds
- Develop positive interpersonal relationships with members of the school community for the benefit of students
- Recognise non-verbal cues used by student
- Use non-verbal communication and cues appropriate to the needs of individuals

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Active listening involves:

- Checking understanding through restating using own words, summarising or asking questions
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Focusing attention on the speaker
- Ignoring distractions
- Listening with the senses
- Responding to questions
- Suspending own opinions and emotions
- Taking a position close to the speaker

Non-verbal cues may include:

- Body language
- Emotional state of student
- Eye contact
- Speed of delivery e.g. hesitation or rushed speech
- Tone of voice

Developmentally appropriate refers to:

- Physical, emotional, social and cognitive developmental stages
- The student's chronological age
- The student's life experiences

RANGE STATEMENT

Communication strategies may include:

- Adapting vocabulary to the needs of the student
- Addressing cultural issues related to the student
- Choose a location suitable for communicating
- Listening with purpose
- Making eye contact
- Paraphrasing
- Pictures to assist with understanding
- Proximity to student
- Questioning
- Reflecting back
- Repetition
- Suitable tone of voice for the interaction
- Use of clear directions and instructions
- Using body language to reinforce verbal communications
- Using humour to engage a student in conversation
- Using more than one language
- Working at student's level

Maintain the integrity of individual rights, self-determination and personal dignity may involve:

- Choose an appropriate place to converse
- Ensuring students are provided with choices
- Listening to students' points of view
- Respecting students' rights to make choices
- Suspending emotions and prejudices
- Using a non-threatening tone of voice

Disclosures requiring referral to senior staff for further action may include:

- Explanations for an injury that appears inconsistent with the injury
- Statements that imply harm to self or others
- Statements that imply that the student is the victim of abuse or neglect

RANGE STATEMENT

Statutory requirements and organisation procedures may include:

- Confidentiality requirements
- Mandatory reporting of suspected child abuse and neglect for teaching and medical staff
- Procedures for reporting suspicions to administrative staff for further action
- Procedures for reporting suspicions to teaching staff for further action

Unit Sector(s)

Not Applicable