



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS314B Work effectively in an education team

Release: 1

CHCEDS314B Work effectively in an education team

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge needed to work effectively with team members, colleagues and others in an educational work environment

Application of the Unit

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 nominated teacher

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. Participate in work groups and teams

PERFORMANCE CRITERIA

- 1.1 Identify correctly relevant goals to the *education team*
- 1.2 Identify own and others roles in meeting work requirements and ensure that own role is carried out effectively
- 1.3 Provide *assistance* to *others* involved the education work group/team, as required and make *constructive contributions* to achieving work goals
- 1.4 Consider time and resource constraints when undertaking *work requirements*
- 1.5 Perform work in accordance with the *education organisation's policies and code of conduct*
- 1.6 Consider individual's personalities and work styles when working toward group goals
- 1.7 Access wider *networks* to inform the work of the team

ELEMENT

2. Contribute to ideas and information within the education team

PERFORMANCE CRITERIA

- 2.1 Share *information and ideas* with others to enhance work processes and student learning outcomes
- 2.2 Provide relevant and accurate information to team members and supervisors as required
- 2.3 Seek information and ideas from other team members to support the achievement of work goals/targets as needed
- 2.4 Record information in required detail and format as determined by the team
- 2.5 Record information systematically and accurately and file for retrieval as determined by the team
- 2.6 Consider *linguistic and cultural differences* in team members' communication style and identify the value of these to tasks identified
- 2.7 In consultation with teacher, identify *issues, problems and/or conflicts* encountered within the education team or workplace and consider *appropriate actions*

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:

- Acceptable workplace conduct, including regular attendance, punctuality, maintaining and orderly workspace
- Conflict management techniques
- Effective communication techniques, including active listening, questioning and non-verbal communication
- Health and safety principles as they apply to working within a team environment
- Individual roles and responsibilities and relationships to others, including duty of care
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Teamwork principles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply techniques to manage own work load e.g. meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible then referring on to others as required
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Ask for guidance and support from other team members when required
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Use effective interpersonal communication skills

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.

Education team may include:

- Education support worker and one or more of the following;
 - administrators
 - committees
 - established or ad-hoc teams
 - small semi-autonomous teams
 - students
 - teachers
 - volunteers
 - work experience students

Constructive contributions may include:

- Displaying a positive attitude
- Finding alternative resources
- Offering possible solutions to problems
- Using initiative

RANGE STATEMENT

- Work requirements may include:*
- Application of particular procedures
 - Clear role definitions
 - Coordination with other work processes
 - Goals
 - Objectives
 - Organisation of resources
 - Priorities
 - Roster arrangements or particular approaches to work processed specified by the organisation or work team
 - Specified targets or results
 - Timeframes
- Education organisation's policies and code of conduct may include:*
- Anti-discrimination policies
 - Behavioural standards
 - Privacy requirements
 - Roles and responsibilities
- Networks may include:*
- Community members
 - Discussion lists
 - Education sector groups
 - Other education support workers
 - Specialists
- Information and ideas relevant to work may include:*
- Different ways to achieve objectives
 - Examples of student work
 - Information about particular tasks or work requirements
 - Issues that arise
 - Location of and access to available resources
 - Observations of students
 - Technical information
 - Technological options
 - Useful strategies and techniques

RANGE STATEMENT

Linguistic and cultural differences may add value to tasks through:

- Alignment with the cultural or linguistic background of students and their families
- Offering additional/alternative options to achieve team goals
- Offering background information to improve student outcomes through alternative approaches to teaching and learning
- Widening the frame of reference within which tasks are undertaken

Appropriate actions to address issues, problems or conflicts may include:

- Acknowledging that all team members have the right to their opinions but that the team must find the best solution to achieve team goals
- Developing trust between team members
- Negotiation between parties in conflict to effect a win-win outcome
- Problem solving as a team
- Use of a mediator or conciliator to bring the parties to a satisfactory outcome if necessary
- Using positive language that values various opinions

Unit Sector(s)

Not Applicable