



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS404A Liaise with Aboriginal or Torres Strait Islander community re education program

Release: 1

CHCEDS404A Liaise with Aboriginal or Torres Strait Islander community re education program

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for an education worker, under direction of teacher, to liaise effectively between the school/centre and parents and community about development of an education program that is relevant to both educational and cultural needs. The education worker assists Aboriginal and Torres Strait Islander students, particularly those at risk, through mentoring and pastoral care to support their participation and achievement in the school/centre environment. It requires sensitivity and an understanding of diverse cultural protocols and practices, including appropriate interpersonal and networking skills.

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

PERFORMANCE CRITERIA

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| 1. Liaise with Aboriginal and/or Torres Strait Islander parents/community members on education issues under supervision of a teacher | <ul style="list-style-type: none">1.1 Explain difficulties in understanding aspects of the <i>education program</i> by parents/guardians according to the teacher's instructions and school policy and procedures1.2 Convene liaison meetings between teachers and Aboriginal and/or Torres Strait Islander parents/guardians and community as requested by school/ centre staff or Aboriginal and/or Torres Strait Islander groups1.3 Facilitate community contributions to adapt school/centre policies to meet education needs of Aboriginal and/or Torres Strait Islander students1.4 Encourage parental involvement in meetings, assemblies and events1.5 Provide interpretation and translation for parents when there is a communication difficulty between parents and school/centre1.6 Assist parents with forms, vouchers and documents according to school/centre administration procedures1.7 Consult parents and Aboriginal and/or Torres Strait Islander elders in the community on sensitive issues of <i>culture</i> and language and the educational needs of Aboriginal and/or Torres Strait Islander students1.8 Prepare and submit specific items for school/centre newsletters and community newspapers for final approval1.9 Provide mediation between the school/centre and parents or community, according to teacher/school/centre direction1.10 Represent the school/centre or system of schools (Department, Catholic or Independent schools) at community meetings as required1.11 Contribute appropriately at meetings held to discuss issues raised by the school/centre or community |
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ELEMENT

PERFORMANCE CRITERIA

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| 2. Identify and represent the educational needs of Aboriginal and/or Torres Strait Islander students | 2.1 Identify and convey <i>educational needs</i> of student/s to the relevant teacher 2.2 Encourage parents to identify and convey educational needs of students to the relevant teachers 2.3 Offer appropriate suggestions to the relevant teacher on making the classroom environment supportive to Aboriginal and/or Torres Strait Islander students 2.4 Provide a first-point-of-contact between parents/community and teachers/staff when necessary 2.5 Provide appropriate liaison and communication links between parents and the school/centre or department or system as required |
| 3. Liaise with other agencies to further the educational welfare of Aboriginal and/or Torres Strait Islander students | 3.1 Maintain links with agencies for further education and training, according to the school/centre protocol 3.2 Source and compile information on other services and agencies such as family and community health and welfare and access in consultation with teacher 3.3 Provide assistance in coordination of work experience programs for Aboriginal and/or Torres Strait Islander students |
| 4. Conduct interviews or home liaison visits to discuss the academic progress and or social development of students | 4.1 Inform students and parents/guardians of the time and purposes of the planned visit/ <i>liaison</i> 4.2 Discuss the academic and social progress of the student/s in a manner that is linguistically and culturally acceptable to the students and parents/guardians 4.3 Use appropriate interpersonal skills to allow accurate and relevant exchange of information 4.4 Carry out visits punctually and professionally 4.5 Undertake record-keeping and reporting in accordance with school/centre standards and procedures 4.6 Inform teacher/s and relevant staff of the date and nature of the visits |

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:

- Education system's policies and procedures
- Structure of the education system
- Curriculum and curriculum framework
- School/centre's policies and procedures
- Duty of care responsibilities
- Safe working practises
- Potential hazards and risks for students
- State and federal legislative and regulatory requirements
- Industrial awards and duty statements
- Relevant code/s of ethics
- Cultural and linguistic background of students and families
- Developmental milestones of children/young people (cognitive, physical, language, social, emotional)
- Child management techniques
- Positive behaviour guidance strategies
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self identity
- Own cultural conceptions and pre-conceptions and perspectives of diverse cultures
- An understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander culture
- Knowledge of the impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc. on attitudes towards education
- Availability of resources and assistance within and external to the school/centre in relation to cultural diversity issues
- The role and use of language and cultural interpreters
- Community health issues
- Impact on learning

REQUIRED SKILLS AND KNOWLEDGE

- Understand own work role and responsibilities
- Understand knowledge of learning and development to implement role and responsibilities appropriately in an educational environment

Essential skills:

The candidate must be able 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 the ability to:

- Demonstrate effective application of skills in:
 - communication/interpersonal skills of questioning, informing, listening and discussing
 - organisation planning, administrative support skills
 - time management skills
 - active listening
 - study skills
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Employ culturally respectful practises
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Show respect and inclusiveness towards culturally diverse people in all work practices
- Communicate effectively with culturally diverse persons
- Apply knowledge of learning and development to implement role and responsibilities appropriately in an education environment
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the work environment
- Liaise with and report to relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the child/young person's age, development, culture and needs
- Respond effectively to challenging behaviours
- Respond effectively to health issues

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.

Educational environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Student education requirements will vary according to such variables as:

- Students with a disability or disabilities
- Students who are learning English as their second or later language
- Students with special social, emotional, health and / or psychological needs
- Age and ability of students
- Personal Characteristics of students
- Individual learning styles of students

RANGE STATEMENT

Education program may include:

- Literacy and numeracy
- Remediation skills
- Life skills
- Communication and speech
- Individual and class social skills
- Arts
- English
- Health and physical education
- Languages other than English
- Mathematics
- Science
- Society and environment
- Technology and enterprise

Relevant procedures, guidelines, protocols, policies will address:

- Education system's (government or non-government) policies and procedures
- School's and / or centre's policies and procedures
- Relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Cultural differences may include:

- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Cultural obligations

Factors affecting Aboriginal and Torres Strait Islander education may include:

- History of European/ Aboriginal and Torres Strait Islander contact
- Loss of culture, land, identity and indigenous law
- Family links
- Geographical remoteness
- Lack of relevant and culturally appropriate education
- Feelings of isolation and vulnerability and being culturally unsafe
- Violence

Unit Sector(s)

Not Applicable