



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS411B Use high-level communication skills in the education workplace

Release: 1

CHCEDS411B Use high-level communication skills in the education workplace

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCEDS411A Use high-level communication skills in the education workplace	CHCEDS411B Use high-level communication skills in the education workplace	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to for education support workers to communicate effectively with education professionals, colleagues, students, parents and community representatives

Application of the Unit

Application

This unit is applicable to education workers in contexts where high level communication is required for a broad range of duties in a variety of education environments

This unit applies to work 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. Use clear *oral and written communication*

PERFORMANCE CRITERIA

- 1.1 Ensure instructions are clear and concise for the intended audience and task
- 1.2 Adjust communication methods and style to cater for individual and cultural difference
- 1.3 Seek and provide clarification of communications when necessary
- 1.4 *Interpret complex information* to make it meaningful to others

ELEMENT**PERFORMANCE CRITERIA**

2. Contribute to the development of effective communication within the education organisation
 - 2.1 Consider *special communication needs* in developing strategies to avoid discrimination
 - 2.2 Evaluate and revise communication skills to ensure they are effective
 - 2.3 Use a variety of *communication channels* to inform staff, students, parents and external audiences of relevant information under direction of teacher
 - 2.4 Promote the use of *effective listening skills* in within the education community

3. Represent the education organisation to an audience as directed by teacher
 - 3.1 Select, prepare and present information to promote the education organisation in an accurate way
 - 3.2 Deliver presentations in a clear and sequential manner, within time constraints
 - 3.3 Use electronic and other media to enhance presentations
 - 3.4 Invite participation from the audience to enhance the presentation where appropriate
 - 3.5 Express ideas clearly and concisely, with language adjusted to meet audience needs
 - 3.6 Match body language and verbal messages
 - 3.7 Respect and consider differences of opinion in a manner that encourages and values the contributions of others

ELEMENT**PERFORMANCE CRITERIA**

4. Facilitate formal and *informal discussions* and meetings as directed by teacher
- 4.1 Adhere to agreed venue and times when conducting *formal discussions*
 - 4.2 Set and follow agendas/objectives for meetings and discussions
 - 4.3 Provide relevant information in advance to participants to facilitate meeting outcomes
 - 4.4 Identify and acknowledge contributions from all participants
 - 4.5 Use *effective questioning*, speaking, listening and non-verbal communication techniques
 - 4.6 Identify and cater for specific communication needs of participants
5. Produce quality *written material*
- 5.1 Present written documents in a logical and sequential way that matches the audience and purpose
 - 5.2 Write documents in a clear and succinct manner
 - 5.3 Write materials to conform to the education organisation standards
 - 5.4 Construct documents using current organisation templates, guidelines and terminology
 - 5.5 Present alternative views, approaches, and options for consideration by the reader
 - 5.6 Formulate conclusions based on facts contained within documents
 - 5.7 Align recommendations with presented information
 - 5.8 Acknowledge references using the recognised reference standard of the education organisation

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:

- Relevant legislation, policies and standards that regulate education service delivery, work health and safety (WHS), behaviour support and anti-discrimination
- Effective oral and written techniques
- Format and processes for formal meetings
- Organisation requirements for correspondence and published materials
- Relevant referencing standards
- Range of adaptations to communication techniques that may be required by individuals with specific communication needs
- A range of questioning techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Adapt presentation styles to meet the needs of the audience
- Demonstrate appreciation of the range of individual needs in a specific community audience
- Demonstrate comprehension and communication skills sufficient to simplify complex written materials for another person
- Use grammatical conventions accurately
- Chair a formal meeting
- Use presentation software
- Use a range of technologies
- Effectively communicate with a diverse range of individuals
- Demonstrate comprehension and summarisation of complex information
- Construct written information to organisation standard
- Present to an audience

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

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

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
- Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place

EVIDENCE GUIDE

Method of assessment:

- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Oral, written and non-verbal communication in and on behalf of the education organisation may occur with:

- Representatives of groups or organisations
- Members of the public
- Supervisors in own and other education organisations
- Peers in own and other education organisation
- Teaching and non teaching staff
- Private organisations
- Academic organisations
- Public sector agencies
- Colleagues in different locations
- Networks
- Other work areas of the education organisation

RANGE STATEMENT

Oral communication may include:

- Answering questions
- Asking questions to elicit various responses (especially from students)
- Conveying descriptions, explanations and instructions
- Consulting and advising within the scope of responsibilities
- Formal and informal presentations to different audiences
- Leading discussions amongst staff and/or students
- Negotiating
- Chairing and participating in meetings
- Conflict resolution
- Coaching advocacy
- On the job training

Appropriate instructions are delivered using suitable language, in a respectful way and may include:

- Instructions to students using vocabulary suited to the age group, special needs, task and/or circumstances
- Providing directions to visitors using gestures and identifiable landmarks then checking to ensure understanding
- Showing a colleague how to use equipment that may involve staffed directions
- Explaining a process or procedure to a parent, volunteer or colleague

RANGE STATEMENT

Adjustments to communication methods refers to:

- Squatting or bending down to speak to small children at their own level
- Waiting to be involved to speak
- Sensing whether humour is appropriate or not
- Body positioning e.g ensuring you do not take up a stance that might be intimidating or threatening
- Using forms of address to suit an individual's cultural mores
- Providing a suitable introduction
- Using pictures or diagrams where there are language barriers
- Use an interpreter
- Knowing when it is appropriate to use information and communications technology

Interpret complex information may include:

- Simplifying the information to the most important messages
- Providing examples to clarify points
- Relating the information to an individual's circumstances
- Rendering the information in a different form
- Re reading information with appropriate emphasis and intonation

RANGE STATEMENT

Special communication needs may include:

- Audiences not available when information is regularly disseminated
- Alternate formats for written information
- Hearing needs participants may need to position themselves to read a speakers' lips
- People with hearing disability may need a signer to interpret for them
- Speech/language needs
- Intellectual disability
- Varying levels of literacy
- Technical inability
- Requirements for a translator
- Need for headphones
- Teleconference facilities
- Videoconference facilities

Communication channels may include:

- Faced to face conversations
- Newsletters delivered to students
- Noticeboards
- Community newspapers
- Emails
- Meetings
- Electronic newsletters
- Telephone calls
- Written information by mail
- Procedural channels e.g. grievance procedure
- Use of technology

RANGE STATEMENT

Effective listening skills may include:

- Focused attention on the speaker
- Reflecting to confirm understanding
- Questioning for clarification or further information
- Acknowledging the speakers point of view
- Eye contact positioning
- Gesturing
- Voice inflections
- Sounds
- Posture and facial expression
- Use of space and time

Formal discussions are usually recorded and may include:

- Staff meetings
- Interviews
- Planning meetings
- Parent/carer committee meetings
- WHS committee meetings
- Negotiations for supply/provision of resources or facilities

Informal discussions are not usually recorded and may include:

- Conversations about an issue prior to formal discussions
- Unplanned conversations
- Unplanned sharing of ideas with colleagues
- Conversations with parents about issues not requiring professional judgement

Effective questioning may include:

- Using open-ended questions
- Using closed questions
- Using probing questions
- Using direct questions

RANGE STATEMENT

Written material may be both handwritten and typed using computer equipment and may include:

- Minutes of meetings
- Routine and complex reports
- Proposals, project plans and spreadsheets
- Briefing notes
- General internal and external correspondence
- Speeches, articles and marketing materials
- Instructions, procedures and policies

Current standards for written materials in educational organisations will usually require accurate use of:

- Grammar
- Spelling
- Specific genres
- Sentence structure
- Formatting
- Vocabulary
- Punctuation
- Organisation templates
- Correspondence guidelines

Unit Sector(s)

Not Applicable