



Australian Government

BSBIND301 Work effectively in an educational environment

Release: 1

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Modification History

| Release | Comments |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

Application

This unit describes the skills and knowledge required to work in educational support roles applying a broad knowledge of the Australian education system, and specific knowledge of an organisation and job role.

It applies to individuals providing educational support services at various levels of responsibility in the education industry.

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

Unit Sector

Industry Capability – Industry Context

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1 Develop and maintain knowledge of Australian education system and sectors | 1.1 Identify and apply knowledge of Australian education system and its sectors 1.2 Identify potential student pathways between different sectors 1.3 Identify types of programs and qualifications available in different sectors 1.4 Apply knowledge of educational programs and services offered in a specific educational organisation 1.5 Determine relationship of educational support job roles to structure and functions of a specific organisation, and to related job roles in the organisation 1.6 Apply knowledge of educational terminology and acronyms |

| ELEMENT | PERFORMANCE CRITERIA |
|---|--|
| | used in a specific education sector |
| 2 Perform education job role tasks effectively | 2.1 Identify and carry out educational support job roles and responsibilities 2.2 Apply values of the organisation 2.3 Identify and follow organisational work procedures, protocols and other guidelines 2.4 Comply with legislative and regulatory compliance requirements and related organisational policies and procedures 2.5 Improve own performance and career opportunities by identifying and participating in learning and development activities related to identified needs |
| 3 Work effectively with diversity in an educational context | 3.1 Apply an awareness of culture as a factor affecting behaviour of students, clients and colleagues 3.2 Conduct all work-related activities respecting diversity of culture and ability of students, clients and colleagues 3.3 Communicate effectively and respectfully with students, clients and colleagues from diverse cultures and with diverse abilities |
| 4 Practise inclusivity in an educational context | 4.1 Identify factors promoting access and equity in an educational organisation and educational support job role 4.2 Recognise factors potentially impacting educational access and equity 4.3 Apply awareness of access and equity issues to requirements of specific educational support job role |

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

| Skill | Performance Criteria | Description |
|----------|----------------------|---|
| Learning | 2.5 | <ul style="list-style-type: none"> Identifies and participates in activities to update and improve own performance |
| Reading | 1.1-1.3, 1.5, 2.1, | <ul style="list-style-type: none"> Identifies and applies information from a range of written and online texts relating to the educational |

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|----------------------------|----------------------------------|--|
| | 2.3-2.5, 4.1 | environment, organisation and job role |
| Oral Communication | 1.4, 1.6, 2.1, 2.5, 3.1-3.3, 4.1 | <ul style="list-style-type: none"> Clarifies needs and potential issues by using questioning and listening techniques Uses vocabulary and naming conventions relevant to job role and educational sector to communicate information about the organisation and its programs |
| Navigate the world of work | 1.5, 2.2-2.4, 4.1-4.3 | <ul style="list-style-type: none"> Ensures knowledge of legislative requirements and products is kept up-to-date to provide accurate information Understands rights and responsibilities and complies with legal and regulatory requirements Complies with explicit policies and procedures |
| Interact with others | 3.1-3.3, 4.3 | <ul style="list-style-type: none"> Selects and uses appropriate strategies to establish and maintain communication with others from a variety of cultures and diverse backgrounds Recognises when personal attributes impact communications in the workplace |
| Get the work done | 1.1, 1.4-1.6, 2.1 | <ul style="list-style-type: none"> Plans and implements routine tasks and workload according to legislative and organisational requirements |

Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|--|---|---|--------------------|
| BSBIND301 Work effectively in an educational environment | BSBIND301A Work effectively in an educational environment | Updated to meet Standards for Training Packages | Equivalent unit |

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>