



Australian Government

**Assessment Requirements for CHCEDS024
Use educational strategies to support
Aboriginal and/or Torres Strait Islander
education**

Release: 1

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Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.</p>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- contributed to a positive education environment, including:
 - being assertive in influencing planning to include Aboriginal and/or Torres Strait Islander perspectives
 - acquiring knowledge of local Aboriginal and/or Torres Strait Islander culture
 - developing own skills and knowledge regarding Aboriginal and/or Torres Strait Islander culture
- used a range of communication skills to effectively interact with and liaise between differing cultural contexts, including:
 - inviting community members to contribute to education programs
 - negotiating with community members regarding approaches to pastoral care initiatives
 - accessing community resources and personnel
- supported literacy and numeracy strategies in consultation with the teacher, including:
 - selecting and contextualising literacy and numeracy resources to create meaningful learning experiences
 - selecting delivery and communication strategies
 - identifying barriers to student learning and developing strategies to overcome these.

Knowledge Evidence

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:

- differences between cultural groups
- requirements of anti-discrimination legislation
- benefits of diversity to the school community
- principles and practices of cultural awareness and cross-cultural communication
- local Aboriginal and/or Torres Strait Islander culture
- education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander people
- information sources for local Aboriginal and/or Torres Strait Islander people
- range of teaching and learning strategies.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>