



Australian Government

**CHCEDS038 Communicate with students
parents and colleagues in an Aboriginal or
Torres Strait Islander language**

Release: 2

CHCEDS038 Communicate with students parents and colleagues in an Aboriginal or Torres Strait Islander language

Modification History

Release 2. Minor changes. Correction to Assessment Conditions. Equivalent outcome.

Release 1. CHCEDS038 Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language supersedes and is equivalent to CHCEDS009 Communicate with parents, students and colleagues in an Aboriginal or Torres Strait Islander language.

Application

This unit describes the performance outcomes, skills and knowledge required to use an Aboriginal or Torres Strait Islander language and traditional knowledge to communicate with people in a school environment.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- | | |
|--|--|
| 1. Converse with others in an Aboriginal or Torres Strait Islander language. | 1.1. Listen to and speak in an Aboriginal or Torres Strait Islander language using language conventions.
1.2. Participate in sustained interactions using appropriate vocabulary and grammar for the purpose of gathering or providing information. |
| 2. Establish rapport and relationships to facilitate effective communication. | 2.1. Clarify own role in professional relationship with students, parents and colleagues.
2.2. Establish, maintain and develop relationships by explaining issues or solving problems using appropriate and respectful language.
2.3. Build rapport with others through use of appropriate language. |
| 3. Relay Aboriginal or Torres Strait Islander experiences and concepts to other professionals. | 3.1. Identify and provide illustrations or examples of Aboriginal or Torres Strait Islander customs or concepts.
3.2. Use analogies that enhance meaning of cultural practices where there is no direct vocabulary available. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS

Initiative and enterprise skills to:

DESCRIPTION

- determine methods of relaying information in a culturally appropriate manner.

Unit Mapping Information

Release 2. Minor changes. Correction to Assessment Conditions. Equivalent outcome.

Release 1. CHCEDS038 Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language supersedes and is equivalent to CHCEDS009 Communicate with parents, students and colleagues in an Aboriginal or Torres Strait Islander language.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>