



**Australian Government**

# **CHCEDS039 Work effectively as an Aboriginal and/or Torres Strait Islander education worker**

**Release: 1**

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## **Modification History**

Release 1. CHCEDS039 Work effectively as an Aboriginal and/or Torres Strait Islander education worker supersedes and is not equivalent to CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker.

## **Application**

This unit describes the performance outcomes, skills and knowledge required for an Aboriginal and/or Torres Strait Islander education support worker to manage their work performance in a school.

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.

An Aboriginal and/or Torres Strait Islander education worker is generally drawn from the local community because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for traditional culture, and capacity to interact in the wider community.

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**

### **PERFORMANCE CRITERIA**

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Manage personal work tasks.	1.1. Maintain work diary to timetable appointments and document liaison with Aboriginal and/or Torres Strait Islander students, families and others as required. 1.2. Prioritise tasks according to organisation's goals. 1.3. Assess and organise competing demands within time and resource constraints to provide an effective and responsive service.
2. Model high standards of personal performance, ethics and integrity.	2.1. Serve as a role model for Aboriginal and/or Torres Strait Islander students and community according to performance standards. 2.2. Demonstrate personal and professional integrity to engender confidence and respect. 2.3. Follow organisational policies and procedures.
3. Assist and support other personnel.	3.1. Interact with others to promote a productive and harmonious school environment. 3.2. Provide encouragement, support and advice to colleagues. 3.3. Provide informative and constructive feedback to other personnel in a positive manner. 3.4. Seek feedback on own work performance from supervisors or colleagues.

## Foundation Skills

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

<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>interpret organisational policies and procedures.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>record details of own work according to organisational policies and procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>use listening and questioning to seek information and confirm understanding.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>interpret numerical information in relation to timeframes.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify issues in relation to scheduling and prioritising tasks and determine actions to address them.</li> </ul>

Self-management skills • organise work to ensure deadlines and objectives are met.  
to:

## Unit Mapping Information

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## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>