



Australian Government

**Assessment Requirements for CHCEDS050
Support Aboriginal and/or Torres Strait
Islander education**

Release: 1

Assessment Requirements for CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

Modification History

Release 1. CHCEDS050 Support Aboriginal and/or Torres Strait Islander education supersedes and is not equivalent to CHCEDS024 Use educational support strategies to support Aboriginal and/or Torres Strait Islander education.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate in culturally appropriate ways with members of the Aboriginal and/or Torres Strait Islander community on three separate occasions
- contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education in three different ways
- adapt two different literacy or numeracy resources for Aboriginal and/or Torres Strait Islander students.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- benefits of diversity to the school community
- principles and practices of cultural awareness and cross-cultural communication in an Aboriginal and/or Torres Strait Islander context
- local Aboriginal and/or Torres Strait Islander cultures and differences between cultural groups
- appropriate people from whom to seek information about local Aboriginal and/or Torres Strait Islander community and culture
- education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander students
- information sources used by local Aboriginal and/or Torres Strait Islander people
- teaching and learning strategies that are effective for Aboriginal and/or Torres Strait Islander students
- processes to adapt literacy and numeracy resources and strategies for Aboriginal and/or Torres Strait Islander students.

Assessment Conditions

Skills must be demonstrated in the workplace:

- communication with Aboriginal and/or Torres Strait Islander people must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Skills related to the adaptation of resources may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- literacy and numeracy resources for adaptation
- organisational policies for Aboriginal and/or Torres Strait Islander education
- Aboriginal and/or Torres Strait Islander people
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

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