



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS316B Comply with school administrative requirements

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge for education support workers to undertake administration and basic computer tasks in the education environment where administration is not the main focus of work

Application of the Unit

Application

This unit applies to education support work in variety of contexts

This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Complete forms and documents as required | 1.1 Access and select forms for appropriate purpose.
1.2 Complete <i>forms and documents</i> in accordance with the organisation policies and procedures
1.3 Complete templates using software provided |
| 2. Store and access information appropriately | 2.1 Store information in accordance with organisation guidelines
2.2 Provide <i>individuals</i> with access to information in accordance with organisation guidelines
2.3 Maintain <i>information of the organisation</i> in a confidential and secure manner
2.4 Report breaches of information security to the <i>relevant person</i> |

ELEMENT**PERFORMANCE CRITERIA**

3. Manage enquiries in accordance with school policy and procedures
 - 3.1 Handle enquiries promptly according to organisation policy and procedures
 - 3.2 Use effective listening and speaking skills in *oral communication*
 - 3.3 Refer enquiries about student learning or progress to relevant person
 - 3.4 Record and distribute verbal, written and recorded messages in order of priority, urgency and policy and procedures
 - 3.5 Use communication equipment and information technology in accordance with school protocols
 - 3.6 Use telephone techniques and emails according to organisation policy and protocols

4. Complete written documentation
 - 4.1 Present *written information* and ideas in a clear and concise manner so that intended purpose is understood by the recipient
 - 4.2 Complete and present documents within designated timeframes
 - 4.3 Present written information to meet standards of style, format and accuracy

5. Use *technology* to support administrative and education support activities
 - 5.1 Use available *technology* to address administrative responsibilities in line with organisation requirements
 - 5.2 Use *word processing software*, formatting and editing to produce documents
 - 5.2 Develop *simple spreadsheets* as required
 - 5.3 Use the internet to search and access information
 - 5.4 Insert *graphics* into a word processed document and print the document
 - 5.5 Use relevant software to prepare and/or deliver basic presentations as required by work role

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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:

- Boundaries between teaching and education support roles in the provision of information about students
- Child safety legislation
- Policies and procedures of the organisation that apply to record-keeping and documentation preparation
- Policies of child safety, confidentiality, security and circulation of records
- Privacy legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role
- Complete documents accurately
- Demonstrate clear, concise and accurate communication skills with diverse range of individuals
- Follow organisation policies and procedures for record-keeping
- Follow organisation policies for preparing documents
- Maintain secure records
- Recognise and act upon opportunities to enhance sustainability in the workplace
- Set up and use basic functions of a desk top computer and printer
- Use accurate spelling, grammar and punctuation
- Use communication methods effectively to meet recipient needs
- Use desktop computer and printer
- Use effective time management for prioritising the distribution of information

REQUIRED SKILLS AND KNOWLEDGE

- Use problem solving skills to redirect enquiries and establish confidentiality protocols

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - appropriate documentation templates
 - computer and printer similar to that used in the organisation context

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Forms and documents may include:

- Accident and incident reports
- Attendance rolls
- Contact registers including telephone calls
- Invitation templates
- Letters templates
- Meeting registers, records and minutes
- Organisation policies and procedures
- Promotional materials, e.g. school brochures, newsletter
- Purchase orders and invoices
- Standard forms
- Time sheets, rosters

Information of the organisation may include:

- Accounting records, e.g. receipts, petty cash payments, invoices
- Assessment and referral records
- Examples of student work e.g. folio/scrapbook/printed material from computers
- Forms
- Minutes of meetings
- Records of interview
- Sign on/sign off sheets
- Stock records
- Students records, e.g. statistics, student details, reports, etc.

RANGE STATEMENT

Appropriate storage and maintenance of organisation information may include:

- Database stored on computer using security protocols of the systems/organisation
- Log books easily accessed and regularly completed
- Manual and computer filing with security access controls applied as required
- Regular archiving of records
- Regular updating of staff and student records (e.g changes of address, phone numbers)
- Shutting down computer systems when leaving the workstation for an extended period
- Use of metal filing cabinets with locks

Individuals will be determined by the organisation and may include:

- Ambulance officers
- Auditors
- Deputy principal
- Legal guardians
- Parents who have custody of a student
- Police and other emergency services personnel
- Principals
- Teachers

Organisation policies and procedures may include those relating to:

- Child protection
- Circulation
- Confidentiality
- Emergency evacuation and lock down procedures
- Filing and indexing
- Professional boundaries
- Security
- Workplace health and safety

RANGE STATEMENT

Oral communication may include:

- Answering enquiries from students and colleagues
- Answering telephone calls - e.g. listening skills, showing empathy, dealing with irate or distressed callers
- Informal discussions
- Instructing
- Liaising with fellow workers, students and external clients
- Mentoring
- Requests to and from colleagues/students/community members
- Translating
- Use of negotiating skills

Written information may include but is not limited to:

- Briefing notes
- Email
- Facsimiles
- General correspondence
- Handwritten and printed materials
- Internal and external memos
- Newsletters
- Notices
- Posters
- Proformas
- Student records/reports
- Student worksheets
- Telephone messages

Word processing software functions may include:

- Formatting
- Highlighting text
- Opening a new document
- Page and section breaks
- Print previewing
- Saving the document
- Setting margins
- Use of colours

RANGE STATEMENT

- Simple spreadsheets may include:*
- Alphabetical lists
 - Basic formulae (e.g. sum, subtract, multiply)
 - Different size columns and rows
 - Headings
 - Numerical data
 - Text data
- Graphics may include:*
- Clip art
 - Drawings
 - Maps
 - Photos
- Technology may include:*
- Binders
 - CD-ROMs
 - Computer technology, such as laptops and personal computers
 - Cutters
 - Digital cameras
 - Laminators
 - Modems
 - Photocopiers
 - Printers
 - Scanners
 - Shredders

Unit Sector(s)

Not Applicable