



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS317B Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCEDS317A Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	CHCEDS317B Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language	Unit updated in V4. Updated terminology 'challenging behaviour' to 'behaviours of concern'. No change to competency outcome.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to use Aboriginal and/or Torres Strait Islander languages and traditional knowledge to communicate with people in an educational environment

Application of the Unit

Application

This unit applies to education support work in variety of contexts and covers the fluency and authority to use an Aboriginal and/or Torres Strait Islander language in a formal educational setting to ensure that information between service providers and Aboriginal and/or Torres Strait Islander people is relayed and understood
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. Use a specified language in communication with students, parents and other colleagues
 - 1.1 Listen to, and speak in, a specified Aboriginal or Torres Strait Islander language as an interlocutor with students, parents and colleagues
 - 1.2 Participate in *sustained transactions* using *appropriate vocabulary and grammar* for the purpose of gathering or providing information
 - 1.3 Demonstrate appropriate use of register and a range of interactional strategies to establish, maintain and develop relationships, explain issues or solve problems

2. Establish rapport and relationships to facilitate effective communication
 - 2.1 Establish rapport with Aboriginal and/or Torres Strait Islander students, parents or colleagues
 - 2.2 Clarify role of participants in *professional relationships* with students, parents and colleagues
 - 2.3 Establish and maintain effective communication with Aboriginal and/or Torres Strait Islander students, parents or colleagues

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 3. Relay Aboriginal and/or Torres Strait Islander experiences and concepts to other professionals | 3.1 Provide illustrations or examples of Aboriginal and/or Torres Strait Islander customs or concepts
3.2 Use analogies to enhance meaning of cultural practices where there is no direct vocabulary available |
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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:

- Traditional culture related to language group governing protocols of language use within a community
- How to access significant people within a language group
- Code of ethics of education worker
- Role and responsibilities of an education worker and specific understanding of own work role and responsibilities
- Basic knowledge of school's/centre's policies and procedures
- Structure of education system
- Safe working practices
- Cultural and linguistic backgrounds of students and families
- Developmental milestones of children/ young people (cognitive, physical, language, social/emotional)
- Child management techniques
- Positive behaviour guidance strategies
- An understanding of own culture, western systems and structures and how this impacts on Aboriginal and /or Torres Strait Islander culture
- Impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc. on attitudes towards education
- Availability of resources and assistance within and external to the school/centre
- Community health issues
- Impact on learning

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge of learning and development to implement role and responsibilities in an educational environment

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Capacity to switch from Aboriginal and/or Torres Strait Islander language/s to Standard Australian English
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Apply knowledge of learning and development to implement role and responsibilities appropriately in an education environment
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the work environment
- Liaise with relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the student's age, development, language, culture and needs

In addition, the candidate must be able 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 the ability to:

- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Respond effectively to behaviours of concern
- Respond effectively to health issues
- Demonstrate effective application of skills in:
 - communication/interpersonal skills of questioning, informing, listening and discussing
 - organisation planning, administrative support skills
 - time management skills
 - active listening
 - study

Evidence Guide

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
 - educational materials

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.

Sustained transactions may include but are not limited to:

- A series of questions and answers
- Lengthy oral reporting
- Eliciting information
- Reconciling points of view
- Complex negotiating and bargaining

Appropriate vocabulary and grammar includes but is not limited to:

- Vocabulary from specific Aboriginal and/or Torres Strait Islander language to the topic used where available, for example, use of terms commonly used in the community to explain concepts underpinning the western justice or health systems
- Stress, intonation and gesture used effectively to understand or convey intentions
- Intelligible pronunciation and stress and intonation patterns typical of the Aboriginal and/or Torres Strait Islander languages

Professional relationships refers to:

- Professionals with whom relationships will need to be established are:
 - other education support workers
 - teachers
 - health professionals

Unit Sector(s)

Not Applicable