



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCEDS428A Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons**

Release: 1

## **CHCEDS428A Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit deals with the skills and knowledge required by education support workers to assist a teacher to develop a series of lessons relating to local Indigenous languages and culture

### **Application of the Unit**

#### **Application**

This unit applies to education support work in a variety of contexts and 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. Develop knowledge of local languages and cultures   | 1.1 <i>Identify and research</i> local Aboriginal and/or Torres Strait Islander languages<br>1.2 Identify and research local Aboriginal and/or Torres Strait Islander cultures  |
| 2. Assist teacher to plan a series of lessons in Aboriginal and/or Torres Strait Islander language and culture | 2.1 Assist teacher to identify <i>curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture</i><br>2.2 Apply understanding of the features of effective language and culture activities<br>2.3 Assist teacher to develop a plan for a sequence of effective language and culture lessons<br>2.4 Assist teacher to develop assessment and evaluation criteria for a sequence of lessons<br>2.5 Assist teacher to deliver and evaluate a sequence of lessons<br>2.6 Gather and evaluate assessment data for further planning |

## ELEMENT

## PERFORMANCE CRITERIA

- |   |   |
|---|---|
| 3. Engage with students in extensive language and literacy learning | 3.1 Identify context for <i>learning an Aboriginal or Torres Strait Islander language</i>                   |
|   | 3.2 Assist teacher to plan language learning activities to address identified context for language learning |
|   | 3.3 Implement language learning activities in consultation with teacher                                     |

## 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:

- Local cultures and languages
- School policies and programs relating to the promotion of language and culture in the school
- Aboriginal and/or Torres Strait Islander languages and cultures

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Assist teacher to plan, teach, assess and evaluate lessons
- Actively engage in learning process
- Plan and sustain own language
- Demonstrate a significant increase in language and/or literacy levels of students in their own Aboriginal or Torres Strait Islander language
- Identify and implement a language learning situation

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:

## REQUIRED SKILLS AND KNOWLEDGE

- Communicate with local custodians and speakers
- Conduct interviews to obtain and clarify understanding of language
- Study languages and cultures

## 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 can 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.

*Identify and research language and culture includes:*

- Naming of languages and cultures
- Mapping of languages and cultures
- Collection and/or creation of resources relating to local languages and culture
- List of local contacts, custodians and speakers
- Negotiation with local custodians
- Description and summary of local language and culture

*Curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture refers to:*

- Culture
- language maintenance
- language revitalisation

*Learning an Aboriginal or Torres Strait Islander language may refer to:*

- Language maintenance
- Language revitalisation
- Language reclamation

## Unit Sector(s)

Not Applicable