



Australian Government

CHCEDS007 Work effectively with students and colleagues

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to effectively communicate with students and colleagues.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Communicate effectively with students

1.1 Use positive and respectful communication styles with students in all situations

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

- 1.2 Use active-listening techniques
- 1.3 Explore students' interests and concerns through conversation where appropriate
- 1.4 Consider non-verbal cues when interacting with students
- 1.5 Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students

2. Use current, recognised good practice techniques of communication

- 2.1 Communicate with students to maintain the integrity of individual rights, self-determination and personal dignity
- 2.2 Adapt style and language to accommodate different cultural values, practices and cultural sensitivities
- 2.3 Use verbal and non-verbal skills to interact with young people in a positive manner

3. Work effectively with diverse students and colleagues

- 3.1 Use a range of communication styles to respect and reflect the diversity of the school
- 3.2 Engage in work practices that are inclusive and benefit educational outcomes
- 3.3 Seek and act on feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCEDS007 Work effectively with students and colleagues

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- communicated effectively with at least two students and one colleague, including:
 - using active listening
 - clarifying information
 - respecting diversity
 - recognising non-verbal cues used by student
 - using non-verbal communication and cues appropriate to the needs of individuals
 - varying style to suit student needs
- developed positive interpersonal relationships with members of the school community.

Knowledge Evidence

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:

- importance of stating and maintaining expectations
- principles and practices to enhance sustainability in the workplace
- organisation policies and procedures relating to communicating with and about students
- requirements of anti-discrimination legislation
- stages of child development in relation to communication
- importance of confidentiality in relation to information about children.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must involve:

- supervising teacher and other colleagues.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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