



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**

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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>