



Australian Government

**Assessment Requirements for CHCEDS009
Communicate with parents, students and
colleagues in Aboriginal or Torres Strait
Islander language**

Assessment Requirements for CHCEDS009 Communicate with parents, students and colleagues in Aboriginal or Torres Strait Islander language

Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none">• 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. New evidence requirements for assessment

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:

- used a specified language to communicate with students, parents and other colleagues on at least two separate occasions, including:
 - listening to and speaking in an Aboriginal or Torres Strait Islander language
 - participating in verbal transactions using suitable vocabulary and grammar
 - gathering and providing information between students, parents and colleagues
 - using respectful language
- established rapport and building relationships with students, parents and colleagues
- clarified own role in professional relationships with students, parents and colleagues
- relayed experiences and concepts of Aboriginal and/or Torres Strait Islander people appropriately to other professionals, including providing illustrations or examples and using analogies.

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:

- an Aboriginal or Torres Strait Islander language
- traditional culture related to language group governing protocols of language use within a community
- code of ethics of education worker
- role and responsibilities of an education worker and specific understanding of own work role and responsibilities
- school's or centre's policies and procedures as they apply to the work role
- cultural and linguistic backgrounds of students and families
- 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.

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.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fe53>