



Australian Government

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

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. New evidence requirements for assessment

Application

This unit describes 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.

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. Use a specified language to communicate with students, parents and other colleagues

1.1 Listen to and speak in a specified Aboriginal and/or Torres Strait Islander language with students, parents and colleagues

1.2 Participate in sustained transactions using

ELEMENT

PERFORMANCE CRITERIA

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appropriate vocabulary and grammar for the purpose of gathering or providing information

2. Establish rapport and relationships to facilitate effective communication

2.1 Establish, maintain and develop relationships by explaining issues or solving problems using appropriate and respectful language

2.2 Build rapport with Aboriginal and/or Torres Strait Islander students, parents or colleagues

2.3 Clarify own role in professional relationship with students, parents and colleagues

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

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

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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:

- 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

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