



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: <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

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

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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-bd22cc4fle53>