



Australian Government

Assessment Requirements for CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker

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

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 at least once:

- applied knowledge of learning and development to implement role and responsibilities appropriately in an education environment, including:
 - identifying the capabilities of individual children
 - using and responding to non-verbal communication and cues of children
 - adhering to own work role and responsibilities
 - communicating effectively with other adults in the work environment
 - communicating verbally and non-verbally with students and setting and applying appropriate limits, taking into account the student's age, development, language, culture and needs.

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 work role.

These include knowledge of:

- traditional culture related to language group governing protocols of language use within a community
- how to access significant people within a language group
- code of ethics of Aboriginal and/or Torres Strait Islander education worker
- role and responsibilities of an Aboriginal and/or Torres Strait Islander education worker and specific understanding of own work role and responsibilities
- cultural and linguistic backgrounds of students and families
- developmental milestones of children/young people (cognitive, physical, language, social/emotional)
- 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
- availability of resources and assistance within and external to the school/centre
- community health issues and their potential impact on learning
- knowledge of learning and development to implement role and responsibilities in an educational environment.

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-bd22cc4f1e53>