



Australian Government

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

Application

This unit describes the skills and knowledge required for an Aboriginal and/or Torres Strait Islander education worker to manage their work performance in a range of education environments.

An Aboriginal and/or Torres Strait Islander education worker is generally drawn from local communities because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for traditional culture, and capacity to interact in the wider community.

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

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

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1. Manage personal work tasks

1.1 Maintain work diary to timetable appointments and document liaison with Aboriginal and/or Torres Strait Islander students, families and others as required

1.2 Prioritise tasks/jobs in accordance with organisation goals

1.3 Assess and organise competing demands within time constraints to provide an effective and responsive service

2. Model high standards of personal performance, ethics and integrity

2.1 Serve as a role model for Aboriginal and/or Torres Strait Islander students and community in accordance with performance standards

2.2 Demonstrate personal and professional integrity to engender confidence and respect

2.3 Commit to organisation's policies and procedures

3. Assist and support other personnel

3.1 Provide informative and constructive feedback to other personnel in a positive manner

3.2 Interact with others to promote a productive and harmonious education environment

3.3 Provide encouragement, support and advice to personnel as required

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.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Role model refers to:

- a person looked to by others in Aboriginal and/or Torres Strait Islander education work as an example to be followed in areas such as:
 - respect for Elders and culture
 - respect for Australian values
 - personal behaviour
 - reliability

Personal and professional integrity refers to:

- being honest
- showing consistency
- following codes of ethics
- being unbiased

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

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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 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

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