



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>