



Australian Government

CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

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. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to support, contribute to and coordinate education opportunities for students, including those from Aboriginal and/or Torres Strait Islander backgrounds.

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

It addresses inclusion of community members in school activities, demonstration that everyone is valued in day-to-day interactions and support for students' development of their self-concept.

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. Contribute to a positive education environment

- 1.1 Access and clarify organisation policies and legislation relating to Aboriginal and/or Torres Strait Islander education with relevant personnel
- 1.2 Build positive relationships that value diversity through all interactions with students
- 1.3 Identify and consult with appropriate persons to obtain knowledge of local region and cultural identity
- 1.4 Contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education programs and the learning environment

2. Support community engagement

- 2.1 Access community resources and personnel in a culturally appropriate way which shows respect for local culture and customs
- 2.2 Invite community members to contribute personally and/or through provision of resources to education programs
- 2.3 Negotiate with community members regarding approaches to provision of pastoral care initiatives ensuring the inclusion of appropriate personnel

3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students

- 3.1 Develop own skills and knowledge to enhance interactions with Aboriginal and/or Torres Strait Islander students
- 3.2 Support the management of information in a culturally appropriate manner, including identification of how and with whom information can be shared
- 3.3 Provide opportunities for Aboriginal and/or Torres Strait Islander students to share local context and cultural knowledge
- 3.4 Use cultural diversity to enhance education opportunities for all students

4. Support literacy and

- 4.1 Select and where necessary contextualise literacy

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

numeracy strategies

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

and numeracy resources to create meaningful learning experiences in consultation with the teacher

4.2 Support the management of literacy and numeracy program resources and personnel

4.3 Select delivery and communication strategies in consultation with the teacher

4.4 Obtain advice to identify barriers to learning and to develop strategies that match the students' learning needs

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 CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education

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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:

- contributed to a positive education environment, including:
 - being assertive in influencing planning to include Aboriginal and/or Torres Strait Islander perspectives
 - acquiring knowledge of local Aboriginal and/or Torres Strait Islander culture
 - developing own skills and knowledge regarding Aboriginal and/or Torres Strait Islander culture
- used a range of communication skills to effectively interact with and liaise between differing cultural contexts, including:
 - inviting community members to contribute to education programs
 - negotiating with community members regarding approaches to pastoral care initiatives
 - accessing community resources and personnel

- supported literacy and numeracy strategies in consultation with the teacher, including:
 - selecting and contextualising literacy and numeracy resources to create meaningful learning experiences
 - selecting delivery and communication strategies
 - identifying barriers to student learning and developing strategies to overcome these.

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:

- differences between cultural groups
- requirements of anti-discrimination legislation
- benefits of diversity to the school community
- principles and practices of cultural awareness and cross-cultural communication
- local Aboriginal and/or Torres Strait Islander culture
- education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander people
- information sources for local Aboriginal and/or Torres Strait Islander people
- range of teaching and learning strategies.

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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