



Australian Government

CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

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.

Application

This unit describes the skills and knowledge required to assist a teacher to develop a series of lessons relating to local Aboriginal and/or Torres Strait Islander languages and culture.

This unit applies to education support work in a variety of contexts and 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. Develop knowledge of local languages and cultures

1.1 Identify and research local Aboriginal and/or Torres Strait Islander languages

1.2 Identify and research local Aboriginal and/or

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

Torres Strait Islander cultures

2. Assist teacher to plan a series of learning experiences in Aboriginal and/or Torres Strait Islander language and culture

2.1 Assist teacher to identify curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture

2.2 Support teacher to develop a plan for a sequence of effective language and culture learning experiences

2.3 Identify effective language and culture activities to incorporate into learning experiences

2.4 Assist teacher to develop assessment and evaluation criteria for a sequence of learning experiences

2.5 Aid teacher in delivery and evaluation of a sequence of learning experiences

2.6 Gather and evaluate assessment data for further planning

3. Engage with students in extensive language and literacy learning

3.1 Identify context for learning an Aboriginal or Torres Strait Islander language

3.2 Assist teacher to plan language learning activities to address identified context for language learning

3.3 Implement language learning activities in consultation with teacher

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 CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons

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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:

- assisted a teacher to plan a series of learning experiences in Aboriginal and/or Torres Strait Islander language and culture, including:
 - assisting teacher to identify curriculum requirements
 - helping teacher to develop a sequence of learning experiences
 - identifying language and culture activities to be incorporated into learning experiences
 - assisting teacher to develop assessment and evaluation criteria
 - supporting teacher to deliver and evaluate sequence of learning experiences
 - gathering and evaluating assessment data
- identified context for learning an Aboriginal and/or Torres Strait Islander language
- demonstrated an increase in language levels of at least one student in their own Aboriginal and/or Torres Strait Islander language.

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:

- local cultures and languages
- school policies and programs relating to the promotion of language and culture in the school
- Aboriginal and/or Torres Strait Islander languages and cultures
- language and literacy learning strategies and activities.

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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