



Australian Government

CHCEDS038 Communicate with students parents and colleagues in an Aboriginal or Torres Strait Islander language

Release: 2

CHCEDS038 Communicate with students parents and colleagues in an Aboriginal or Torres Strait Islander language

Modification History

Release 2. Minor changes. Correction to Assessment Conditions. Equivalent outcome.

Release 1. CHCEDS038 Communicate with students, parents and colleagues in an Aboriginal or Torres Strait Islander language supersedes and is equivalent to CHCEDS009 Communicate with parents, students and colleagues in an Aboriginal or Torres Strait Islander language.

Application

This unit describes the performance outcomes, skills and knowledge required to use an Aboriginal or Torres Strait Islander language and traditional knowledge to communicate with people in a school environment.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1. Converse with others in an Aboriginal or Torres Strait Islander language. | 1.1. Listen to and speak in an Aboriginal or Torres Strait Islander language using language conventions. |
| | 1.2. Participate in sustained interactions using appropriate vocabulary and grammar for the purpose of gathering or providing information. |
| 2. Establish rapport and relationships to facilitate effective communication. | 2.1. Clarify own role in professional relationship with students, parents and colleagues. |
| | 2.2. Establish, maintain and develop relationships by explaining issues or solving problems using appropriate and respectful language. |
| | 2.3. Build rapport with others through use of appropriate language. |
| 3. Relay Aboriginal or Torres Strait Islander experiences and concepts to other professionals. | 3.1. Identify and provide illustrations or examples of Aboriginal or Torres Strait Islander customs or concepts. |
| | 3.2. Use analogies that enhance meaning of cultural practices where there is no direct vocabulary available. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Initiative and enterprise skills to:	determine methods of relaying information in a culturally appropriate manner.

Unit Mapping Information

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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 CHCEDS038 Communicate with students parents and colleagues in an Aboriginal or Torres Strait Islander language

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use an Aboriginal or Torres Strait Islander language on at least two separate occasions in communications that collectively include all the following:
 - students
 - parents
 - colleagues
 - exchange of information
 - use of language that builds rapport.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and responsibilities of an education worker and specific understanding of own work role and responsibilities
- organisational policies and procedures as they apply to the work role
- an Aboriginal or Torres Strait Islander language and its conventions including correct use of:
 - vocabulary and grammar
 - register
 - stress and intonation patterns
 - gesture to support language
- types of communications where capacity to switch between an Aboriginal and/or Torres Strait Islander language and English is required:
 - questions and answers
 - gathering or providing information
 - negotiating agreement on points of view

- traditional culture related to language group governing protocols of language use within a community
- cultural and linguistic backgrounds of students and families
- 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 and language issues on attitudes towards education.

Assessment Conditions

Skills must be demonstrated in the workplace:

- communication in the Aboriginal or Torres Strait Islander language must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- organisational policies and procedures
- students and their families in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

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