



Australian Government

Assessment Requirements for CHCEDS039 Work effectively as an Aboriginal and/or Torres Strait Islander education worker

Release: 1

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Modification History

Release 1. CHCEDS039 Work effectively as an Aboriginal and/or Torres Strait Islander education worker supersedes and is not equivalent to CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker.

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:

- follow organisational policies and procedures to schedule and complete three workplace tasks, including:
 - identifying own responsibilities and their links to organisational requirements
 - identifying and sourcing required resources and assistance
 - identifying and addressing issues that may impact ability to complete task
 - identifying any opportunities for improvement upon completion.

Knowledge Evidence

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

- role and responsibilities of an Aboriginal and/or Torres Strait Islander education worker and specific understanding of own work role and responsibilities
- organisational policies and procedures as they apply to the work role
- relationship between own work goals and plans and the organisation's goals and plans
- key features of the learning and development process and how this relates to own work role
- features of personal and professional integrity:
 - honesty
 - showing consistency
 - following relevant codes of ethics
 - being unbiased
- characteristics of a role model:
 - a person looked to by others in Aboriginal and/or Torres Strait Islander education work as an example to be followed in areas including:
 - respect for Elders and culture
 - respect for Australian values
 - high standards of personal behaviour
 - reliability

- community health issues and their potential impact on learning
- traditional culture related to language group governing protocols of language use within a community
- impacts of cultural, sub-cultural, social, religious, gender, age and language issues on attitudes towards education
- cultural and linguistic backgrounds of students and families
- availability of resources and assistance within, and external to, the organisation.

Assessment Conditions

Skills must be demonstrated in the workplace:

- communication activities 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 in a school
- colleagues for guidance and collaboration.

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>