



Australian Government

CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

Release: 1

CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

Modification History

Release 1. CHCEDS050 Support Aboriginal and/or Torres Strait Islander education supersedes and is not equivalent to CHCEDS024 Use educational support strategies to support Aboriginal and/or Torres Strait Islander education.

Application

This unit describes the performance outcomes, skills and knowledge required to support, contribute to and coordinate education opportunities for students who identify as Aboriginal and/or Torres Strait Islander. 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 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. Contribute to a positive school environment. | <ul style="list-style-type: none">1.1. Access and clarify organisational policies for Aboriginal and/or Torres Strait Islander education with relevant personnel.1.2. Build positive relationships that value diversity through interactions with all students.1.3. Identify and consult with appropriate persons to obtain knowledge of local region and cultural identity.1.4. Use acquired local knowledge to contribute to the inclusion of Aboriginal and/or Torres Strait Islander contexts in education programs and the learning environment. |
| 2. Support community engagement. | <ul style="list-style-type: none">2.1. Access community resources and personnel in ways that show respect for local culture and customs.2.2. Invite community members to contribute personally or through provision of resources to educational programs under the guidance of a teacher.2.3. Identify community approaches to provision of pastoral care initiatives under the guidance of a teacher. |
| 3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students. | <ul style="list-style-type: none">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, taking account 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. |
| 4. Adapt literacy and numeracy strategies. | <ul style="list-style-type: none">4.1. Select and contextualise literacy and numeracy resources to create meaningful learning experiences based on specific needs in consultation with the teacher.4.2. Use cultural knowledge to support the management of literacy and numeracy program resources and personnel.4.3. Select delivery and communication strategies that suit individual needs in consultation with the teacher.4.4. Obtain advice on barriers to learning and develop strategies that match the student's learning needs. |

Foundation Skills

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

SKILLS	DESCRIPTION
Reading skills to:	• interpret organisational policies and procedures.
Oral communication skills to:	• interact and engage with students and community members to build rapport • use listening and questioning to seek information and confirm understanding.
Learning skills to:	• develop own knowledge of local Aboriginal and/or Torres Strait Islander culture.
Initiative and enterprise skills to:	• determine methods of relaying information in a culturally appropriate manner. • use appropriate support strategies when opportunities arise.

Unit Mapping Information

Release 1. CHCEDS050 Support Aboriginal and/or Torres Strait Islander education supersedes and is not equivalent to CHCEDS024 Use educational support strategies to support Aboriginal and/or Torres Strait Islander education.

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 CHCEDS050 Support Aboriginal and/or Torres Strait Islander education

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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:

- communicate in culturally appropriate ways with members of the Aboriginal and/or Torres Strait Islander community on three separate occasions
- contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education in three different ways
- adapt two different literacy or numeracy resources for Aboriginal and/or Torres Strait Islander students.

Knowledge Evidence

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

- benefits of diversity to the school community
- principles and practices of cultural awareness and cross-cultural communication in an Aboriginal and/or Torres Strait Islander context
- local Aboriginal and/or Torres Strait Islander cultures and differences between cultural groups
- appropriate people from whom to seek information about local Aboriginal and/or Torres Strait Islander community and culture
- education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander students
- information sources used by local Aboriginal and/or Torres Strait Islander people
- teaching and learning strategies that are effective for Aboriginal and/or Torres Strait Islander students
- processes to adapt literacy and numeracy resources and strategies for Aboriginal and/or Torres Strait Islander students.

Assessment Conditions

Skills must be demonstrated in the workplace:

- communication with Aboriginal and/or Torres Strait Islander people 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.

Skills related to the adaptation of resources may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

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

Assessment must ensure access to:

- literacy and numeracy resources for adaptation
- organisational policies for Aboriginal and/or Torres Strait Islander education
- Aboriginal and/or Torres Strait Islander people
- students in a school
- colleagues for guidance and collaboration.

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

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