



Australian Government

CHCEDS054 Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture

Release: 1

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Modification History

Release 1. CHCEDS054 Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture supersedes and is not equivalent to CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons.

Application

This unit describes the performance outcomes, 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.

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. Develop knowledge of local languages and cultures. | 1.1. Identify and access credible sources of information about local Aboriginal and/or Torres Strait Islander cultures and languages.
1.2. Handle information in a culturally sensitive way taking account of how and with whom information can be shared.
1.3. Recognise and distil information that may assist in lesson development.
1.4. Identify the context for learning based on consultation with the teacher. |
| 2. Contribute to planning of learning experiences | 2.1. Use information from research as the basis for ideas on incorporation of language and culture in learning experiences.
2.2. Identify curriculum requirements for Aboriginal and/or Torres Strait Islander languages and culture with teacher guidance.
2.3. Develop ideas for a sequence of effective language and cultural learning experiences based on the curriculum.
2.4. Develop assessment and evaluation criteria for the sequence of learning experiences with teacher guidance. |
| 3. Engage with students in language learning. | 3.1. Implement planned sequence of language learning activities in consultation with teacher.
3.2. Gather and evaluate assessment data for further planning. |

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 curriculum documentation.
Oral communication skills to:	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.

Unit Mapping Information

Release 1. CHCEDS054 Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture supersedes and is not equivalent to CHCEDS029 Assist teacher to develop Aboriginal and/or Torres Strait Islander language and culture lessons.

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 CHCEDS054 Contribute to teaching of Aboriginal and/or Torres Strait Islander language and culture

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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:

- assist a teacher to plan and implement at least one series of no less than five learning experiences relating to Aboriginal and/or Torres Strait Islander language and culture
- achieve a demonstrated increase in language levels of at least one student in an Aboriginal and/or Torres Strait Islander language.

Knowledge Evidence

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

- sources of information on Aboriginal and/or Torres Strait Islander cultures and languages and how to determine what makes a credible source
- protocols for researching and sharing information about Aboriginal and/or Torres Strait Islander cultures and languages
- organisational policies and programs for the promotion of language and culture in the school
- ways in which Aboriginal and/or Torres Strait Islander cultures and language may be integrated into a series of learning experiences
- language and literacy learning strategies and activities
- use of assessment and evaluation criteria.

Assessment Conditions

Skills must be demonstrated in the workplace:

- engagement with students 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:

- sources of information about local Aboriginal and/or Torres Strait Islander cultures and languages
- curriculum information
- organisational policies and procedures for community engagement and promotion of language and culture
- 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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