



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

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|--------------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> interpret curriculum documentation. |
| Oral communication skills to: | <ul style="list-style-type: none"> use listening and questioning to seek information and confirm understanding. |
| Learning skills to: | <ul style="list-style-type: none"> develop own knowledge of local Aboriginal and/or Torres Strait Islander culture. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> 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>