



Australian Government

CHCEDS060 Work effectively with students and colleagues

Release: 1

CHCEDS060 Work effectively with students and colleagues

Modification History

Release 1. CHCEDS060 Work effectively with students and colleagues supersedes and is not equivalent to CHCEDS007 Work effectively with students and colleagues.

Application

This unit describes the performance outcomes, skills and knowledge required to generate positive, respectful and effective interactions with students and colleagues.

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 and 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.

1. Interact positively with students.
 - 1.1. Use positive and respectful communication styles with students in all situations.
 - 1.2. Use active-listening techniques to explore students' interests and concerns through conversation where appropriate.
 - 1.3. Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students.
 - 1.4. Adapt communication technique to accommodate different cultural values, practices and sensitivities.
 - 1.5. Demonstrate consideration for the needs of the student in all actions and decisions.
2. Respect and support students.
 - 2.1. Support the integrity of individual student rights, self-determination and personal dignity.
 - 2.2. Show genuine interest in, understanding of and respect for all students.
 - 2.3. Acknowledge the efforts and achievements of students and provide encouragement to build confidence.
 - 2.4. Model calm behaviour and respond appropriately to students displaying signs of distress, frustration or anger.
 - 2.5. Support students to make own choices and experience natural consequences in a safe and supportive environment.
 - 2.6. Identify situations where students require assistance and provide support within scope of own job role.
3. Work effectively with diverse students and colleagues.
 - 3.1. Use communication styles that show respect and reflect the diversity of the school community.
 - 3.2. Solve problems collaboratively when working with colleagues and students.
 - 3.3. Reflect on own biases and use work practices that are inclusive and benefit educational outcomes.
 - 3.4. Work collaboratively and share information to provide effective educational support in line with organisational policies and procedures.
 - 3.5. Seek and act on feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity.

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:

- anticipate the need for assistance or intervention to support students and colleagues.

Self-management skills to:

- interpret information from written and/or verbal directions and action appropriately.

Unit Mapping Information

Release 1. CHCEDS060 Work effectively with students and colleagues supersedes and is not equivalent to CHCEDS007 Work effectively with students and colleagues.

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 CHCEDS060 Work effectively with students and colleagues

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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:

- interact positively with two students and one colleague on at least one occasion each
- across the above interactions, demonstrate:
 - effective communication
 - respect for the diversity of individuals
 - use of active listening skills to clarify information
 - ability to respond to non-verbal cues
 - use of communication style suited to the individual needs of the student or colleague
 - provision of appropriate support as required.

Knowledge Evidence

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

- role and responsibilities of an education support worker and own job role
- legislation, its purpose and key requirements relating to:
 - anti-discrimination
 - child protection and child safety
 - confidentiality and privacy
 - duty of care
- organisational policies and procedures for interacting with others, including students and colleagues
- communication techniques that generate positive interpersonal interactions:
 - verbal
 - non-verbal
 - active listening
 - questioning
 - appropriate use of volume and tone
- negotiation and conflict resolution techniques
- stages of child development in relation to communication

- communication strategies that support inclusion
- identification of situations where further support or intervention may be required
- support strategies for ensuring the participation of students.

Assessment Conditions

Skills must be demonstrated in the workplace:

- positive interaction with a student 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 for student and colleague interactions
- 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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