



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS318A Work effectively as an Aboriginal or Torres Strait Islander education worker

Release: 1

CHCEDS318A Work effectively as an Aboriginal or Torres Strait Islander education worker

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for an Aboriginal or Torres Strait Islander education worker to manage their work performance in a range of education environments
An Aboriginal or Torres Strait Islander education worker is generally drawn from local communities because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for, traditional culture and capacity to interact in the wider community

Application of the Unit

Application

This unit covers the personal and professional performance of work as an Aboriginal and/or Torres Strait Islander Education Worker
This work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Manage personal work tasks | 1.1 Maintain <i>work diary</i> to timetable appointments and document liaison with Aboriginal and/or Torres Strait Islander students, families and others as required
1.2 Prioritise tasks/jobs in accordance with organisation goals
1.3 Assess and organise <i>competing demands</i> within time constraints to provide an effective and responsive service |
| 2. Model high standards of personal performance, ethics and integrity | 2.1 Serve as a <i>role model</i> for Aboriginal and/or Torres Strait Islander students and community in accordance with performance standards
2.2 Demonstrate <i>personal and professional integrity</i> to engender confidence and respect
2.3 Commit to <i>organisation's policies and procedures</i> |
| 3. Assist and support other personnel | 3.1 Provide informative and constructive feedback to other personnel in a positive manner
3.2 Interact with others to promote a productive and harmonious <i>education environment</i>
3.3 Provide encouragement, support and advice to personnel as required |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Traditional culture related to language group governing protocols of language use within a community
- How to access significant people within a language group
- Code of ethics of Aboriginal and/or Torres Strait Islander Education Worker
- Role and responsibilities of an Aboriginal or Torres Strait Islander education worker and specific understanding of own work role and responsibilities
- Basic knowledge of school's/centre's policies and procedures
- Structure of education system
- Safe working practices
- Relevant code /s of ethics
- Cultural and linguistic backgrounds of students and families
- Developmental milestones of children/ young people (cognitive, physical, language, social/emotional)
- Child management techniques
- Positive behaviour guidance strategies
- An understanding of own culture, western systems and structures and how this impacts on Aboriginal and /or Torres Strait Islander culture
- Impacts of cultural, sub-cultural, social, religious, gender, age, language issues etc. on attitudes towards education
- Availability of resources and assistance within and external to the school/centre
- Community health issues
- Impact on learning
- Knowledge of learning and development to implement role and responsibilities in an educational environment

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Apply knowledge of learning and development to implement role and responsibilities appropriately in an education environment
- Adhere to own work role and responsibilities
- Follow school/centre policies and procedures
- Communicate effectively with other adults in the work environment
- Liaise with relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the student's age, development, language, culture and needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Respond effectively to challenging behaviours
- Respond effectively to health issues
- Demonstrate effective application of skills in:
 - communication/interpersonal skills of questioning, informing, listening and discussing
 - organisation planning, administrative support skills
 - time management skills
 - active listening
 - study skills

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

EVIDENCE GUIDE

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Assessment requires access to a range of opportunities defined in the range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - educational materials

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

- Work diary may include but is not limited to:*
- List contact details for:
 - students
 - families
 - significant contacts within education sector
 - references for assistance
 - Calendar for:
 - planning work
 - making appointments
 - recording times of work
- Competing demands may include but are not limited to:*
- Family responsibilities
 - Community responsibilities
 - Personal health
 - Timing of appointments
- Role model refers to:*
- A person looked to by others in Aboriginal and/or Torres Strait Islander education work as an example to be followed in areas such as:
 - respect for elders and culture
 - respect for Australian values
 - personal behaviour
 - reliability

RANGE STATEMENT

Personal and professional integrity refers to:

- Being honest
- Showing consistency
- Following code of ethics
- Unbiased

Organisation's policies and procedures may include:

- Child protection legislation
- Anti-discrimination policy
- State education legislation

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private /non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Unit Sector(s)

Not Applicable