



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS403B Promote and implement Aboriginal and-or Torres Strait Islander language and culture programs

Release: 1

CHCEDS403B Promote and implement Aboriginal and-or Torres Strait Islander language and culture programs

Modification History

Not applicable.

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required for an education worker to liaise effectively with Aboriginal and/or Torres Strait Islander students in relation to education programs. The education worker supports Aboriginal and/or Torres Strait Islander students to use educational programs more effectively and to increase their understanding of the multi-cultural nature of the learning environment. It requires sensitivity and an understanding of cultural protocols, including appropriate interpersonal and networking skills.

Application of the Unit

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by 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. Support the teacher in the effective delivery of the <i>education program</i> to Aboriginal and/or Torres Strait Islander students | 1.1 Provide relevant information and advice to the teacher during planning and delivery of lessons
1.2 Prepare charts and displays on <i>Aboriginal and/or Torres Strait Islander culture</i> as required
1.3 Support induction of teachers unfamiliar with the local Aboriginal and/or Torres Strait Islander culture
1.4 Use discussion and <i>relevant procedures</i> to foster cultural awareness of staff
1.5 Apply knowledge and understanding of appropriate behavioural and developmental characteristics to activities
1.6 Raise and explain cultural issues affecting learning or relationships to the teacher when appropriate |
| 2. Interpret for the teacher when there is a communication difficulty between teacher and the student | 2.1 Use knowledge of <i>Aboriginal and/or Torres Strait Islander</i> families, the community, and its culture to assist communication
2.2 Provide mediation between students, staff and others to promote mutual understanding according to direction
2.3 Provide students with lesson guidance, as required |

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 3. Teach aspects of Aboriginal and/or Torres Strait Islander culture | 3.1 Support language programs through a team teaching approach and in collaboration with the community
3.2 Promote and support Aboriginal and/or Torres Strait Islander studies under the supervision of the teacher
3.3 Provide knowledge and understanding of the history, language and culture that promotes respect, understanding and harmony in the classroom |
| 4. Advise on Aboriginal and/or Torres Strait Islander studies and programs | 4.1 Provide advice on the cultural suitability of an <i>education program</i> and its resource materials
4.2 Source and access people to assist with classes in Aboriginal and/or Torres Strait Islander culture in consultation with teacher
4.3 Plan and organise visits to the school/centre by Aboriginal and/or Torres Strait Islander role models in liaison with teachers and according to school/centre protocol
4.4 Compile and develop resource lists which promote Aboriginal and/or Torres Strait Islander studies and culture |

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 5. Facilitate support for Aboriginal and/or Torres Strait Islander students on matters which affect their education | 5.1 Offer support to Aboriginal and/or Torres Strait Islander students through positive role modelling, <i>classroom strategies</i> , promotion of regular attendance and conduct of support groups |
| | 5.2 Arrange tutoring for students during the transition from one phase to the next or as required |
| | 5.3 Support relevant teaching staff in explaining career pathways and opportunities |
| | 5.4 Contribute to reviews or case conferences of Aboriginal and/or Torres Strait Islander students 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:

- Education system's policies and procedures
- Structure of the education system
- Curriculum and curriculum framework
- School/centre's policies and procedures
- Duty of care responsibilities
- Safe working practises
- Potential hazards and risks for students
- State/territory and Federal legislative and regulatory requirements
- Industrial awards and duty statements
- Relevant code/s of ethics
- Cultural and linguistic background of students and families
- Developmental milestones of children/young people (e.g cognitive, physical, language, social and emotional)
- Child management techniques

REQUIRED SKILLS AND KNOWLEDGE

- Positive behaviour guidance strategies
- Contextual factors which influence the child's emotional and psychological development
- Factors that enhance the development of self-esteem and self-identity
- Own cultural conceptions and pre-conceptions and basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and/or Torres Strait Islander people and others
- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- The role and use of language and cultural interpreters
- Own work role and responsibilities

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:

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:

- Demonstrate effective application of skills in:
 - communication/interpersonal skills of questioning, informing, listening and discussing
 - organisation planning and administrative support skills
 - time-management skills
 - active listening
 - study skills
- Identify the capabilities of individual children
- Use and respond to non-verbal communication and cues of children
- Employ culturally respectful practises
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Work effectively as a member of a team
- Employ basic conflict resolution and negotiation skills
- Show respect and inclusiveness towards culturally diverse people in all work practices
- Communicate effectively with culturally diverse persons
- 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 and report to relevant personnel
- Communicate verbally and non-verbally and to set and apply appropriate limits, taking into account the child/young person's age, development, culture and needs
- Respond effectively to behaviour of concern

Evidence Guide

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 culturally and linguistically diverse (CALD) environments
- 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 competency 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.

Educational 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

Relevant procedures, guidelines, protocols, policies will address:

- Education system's (government or non-government) policies and procedures
- School's and / or centre's policies and procedures
- Relevant legislation from all levels of government that affects the school/centre's operation, especially in regard to work health and safety (WHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination

Cultural differences may include:

- Interpersonal approach
- Thinking/learning styles
- Expectations
- Responsibilities
- Priority setting
- Cultural obligations

RANGE STATEMENT

Factors affecting Aboriginal and/or Torres Strait Islander education may include:

- History of European/Aboriginal and/or Torres Strait Islander contact
- Loss of culture, land, identity and Indigenous law
- Family links
- Geographical remoteness
- Lack of relevant and culturally appropriate education
- Feelings of isolation and vulnerability and being culturally unsafe
- Violence

Student education requirements will vary according to such variables as:

- Students with a disability or disabilities
- Students who are learning English as their second or later language
- Students with special social, emotional, health and / or psychological needs
- Age and ability of students
- Personal characteristics of students
- Individual learning styles of students

Education programs may include:

- Literacy and numeracy
- Remediation skills
- Life skills
- Communication and speech
- Individual and class social skills
- Arts
- English
- Health and physical education
- Languages other than English
- Mathematics
- Science
- Society and environment
- Technology and enterprise

Classroom strategies may include:

- Peer tutoring
- Multi-level teaching
- Cross-curricular teaching
- 'Buddy' support systems
- Small group
- 1:1 instructional tutoring
- Vertical grouping

RANGE STATEMENT

- Peer modelling

Unit Sector(s)

Not Applicable