



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS416A Use educational strategies to support Aboriginal and/or Torres Strait Islander education

Release: 1

CHCEDS416A Use educational strategies to support Aboriginal and/or Torres Strait Islander education

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to support, contribute to and coordinate education opportunities for students including those from Aboriginal and/or Torres Strait backgrounds

Application of the Unit

Application

This unit is intended for addressing areas of support for Aboriginal and/or Torres Strait Islander students learning

It addresses inclusion of community members in school activities, demonstration that everyone is valued in day to day interactions and support for student development of their self concept

These strategies are applicable to all students however the unit focuses specifically on approaches that address the needs of Aboriginal and/or Torres Strait Islander students

This unit applies to work undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

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. Contribute to a *positive education environment*

- 1.1 Access and clarify organisation *policies and legislation* relating to Aboriginal and/or Torres Strait Islander education with relevant personnel
- 1.2 Demonstrate through own behaviours that diversity is valued and respected
- 1.3 Build positive relationships through *interactions with students*
- 1.4 Identify and consult with *appropriate persons* to obtain knowledge of local region and cultural identity
- 1.5 Contribute to the planning and inclusion of *Aboriginal and/or Torres Strait Islander context* in education programs and the learning environment

2. Support community engagement

- 2.1 Access *community resources and personnel* in a *culturally appropriate* way which shows respect for local culture and customs
- 2.2 Invite community members to contribute personally and/or through provision of resources to education programs
- 2.3 Negotiate with community members approaches to provision of *pastoral care initiatives* ensuring the inclusion of *appropriate personnel*

ELEMENT

PERFORMANCE CRITERIA

3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students

3.1 Develop skills and knowledge to enhance interactions with Aboriginal and/or Torres Strait Islander students

3.2 Manage information in a culturally appropriate manner including identification of how and with whom information can be shared

3.3 Provide opportunities for Aboriginal and/or Torres Strait Islander students to share local context and cultural knowledge

3.4 Use *cultural diversity* to enhance education opportunities for all students

4. Support literacy strategies

4.1 Select and where necessary *contextualise* literacy resources to create meaningful learning experiences in consultation with the teacher

4.2 Manage sensitively, the resources and personnel who support the literacy programs

4.3 Select delivery and communication strategies in consultation with the teacher

4.4 Obtain advice to identify barriers to learning and to develop strategies that match the students learning needs

ELEMENT

PERFORMANCE CRITERIA

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|--------------------------------|--|
| 5. Support numeracy strategies | 5.1 Select and where necessary contextualise numeracy resources to create meaningful learning experiences in consultation with the teacher |
| | 5.2 Select <i>delivery strategies</i> in consultation with the teacher |
| | 5.3 Manage sensitively, the resources and personnel who support the literacy programs |
| | 5.4 Obtain advice to identify <i>barriers to learning</i> and to develop strategies that match students' learning needs |

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:

- Differences between cultural groups
- Requirements of anti-discrimination legislation
- Benefits of diversity to the school community
- Principles and practices of cultural awareness and cross cultural communication
- Local Aboriginal and/or Torres Strait Islander culture
- Education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander people
- Information sources for local Aboriginal and/or Torres Strait Islander people
- Awareness of differing social contexts
- Range of suitable teaching and learning strategies

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Attempt to acquire knowledge of local Aboriginal and/or Torres Strait Islander culture

REQUIRED SKILLS AND KNOWLEDGE

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:

- Use literacy skills to interpret and support the learning program and interact with colleagues within an educational organisation
- Use assertiveness to influence planning to include Aboriginal and/or Torres Strait Islander perspectives
- Use a range of communication skills to effectively interact with and liaise between differing cultural contexts
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities in a positive way

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency

EVIDENCE GUIDE

- 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
- 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
 - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

RANGE STATEMENT

- A positive education environment provides:*
- A safe, supportive education environment which may include opportunities for tutorial support
 - Relevance to the cultural context of student learning
 - Community engagement and participation
 - Aboriginal and/or Torres Strait Islander teachers and support personnel where available
 - Opportunities for students to actively engage in learning
 - Flexibility
 - Inclusivity
 - Values
 - Diversity
 - Holistic learning opportunities
 - Social justice
- Policies and legislation may include:*
- Federal/state and territory legislation relating to anti-discrimination, occupational health and safety (OHS), disability environmental issues and industrial relations affecting education environments

RANGE STATEMENT

Diversity may include:

- Age
- Cultural background
- Disability
- Educational level
- Ethnicity
- Expertise
- Family responsibilities
- Family structure
- Gender
- Language
- Learning styles
- Life experiences
- Marital status
- Religious belief
- Socioeconomic background
- Thinking styles
- Working styles
- Sexual orientation
- Political orientation
- Physical capacity

Interactions with students may include:

- Classroom support
- Informal conversations
- Shred humour
- Outside school encounters
- Transactional exchanges
- Giving directions
- Active listening
- Sports
- Play based learning activities

Appropriate persons may include:

- Members of student families/kinship networks
- Local elders
- Other staff members
- Students

RANGE STATEMENT

Aboriginal and/or Torres Strait Islander context may include:

- History
- Spirituality
- Relationships to land and animals
- Family relationships
- Social and emotional well being
- Music
- Song
- Dance
- Values

Community resources and personnel may refer to any of the following:

- Elders
- Traditions
- Oral histories
- Artefacts
- Music and dance
- Paintings and artwork
- Land and 'Country'
- Places
- Structures
- Persons

Pastoral care initiatives may include:

- Provision of Aboriginal and/or Torres Strait Islander adult role models in the school
- Visits by community members
- Access to community education counsellors
- Classroom practice built on relationship building
- Involvement of local Aboriginal and/or Torres Strait Islander people on school committees
- Working collaboratively with other agencies
- Home visits by appropriate personnel
- Cultural awareness training for staff

RANGE STATEMENT

Appropriate personnel may include:

- Teachers
- Heads of departments
- Principal
- Guidance officer
- Community Education Counsellor
- Collaborative partnerships with community agencies
- Police (child and youth focused initiatives like adopt a cop)
- Health education staff

Cultural identity refers to relationships with:

- Place
- People
- Environment/land
- Belief systems
- History
- Tradition
- Society

Culturally appropriate refers to:

- Within the local context
- Social norms of the cultural group
- In the context of 'Country'
- Kinship structures
- Verbal and non-verbal communication protocols
- Gender specific issues
- Language
- Use of information
- Belief systems

Cultural diversity refers to:

- The range of knowledge, skills and experience brought to a situation by all members of the group
- The range of perspectives, responses and ideas possible within a diverse group

RANGE STATEMENT

Contextualise may include:

- Relating materials to specific localities, times, histories
- Relating materials to students current understanding and knowledge base

Delivery strategies may include:

- Classroom teaching
- Formal and informal learning
- Self directed learning
- Play based learning
- Flexible learning
- Supported learning
- E learning
- Individual and group work
- Third party delivery
- External studies
- Local contextualisation
- Meaningful learning
- Culturally appropriate learning
- Strategies devised with the teachers to improve a student's access to learning
- Use of appropriate resources

Barriers to learning may include:

- Cultural barriers
- Communication methods
- Physical, social, emotional, intellectual disability
- Socioeconomic barriers
- Language barriers
- Literacy and numeracy skills
- Self-esteem
- Self confidence
- Family circumstances
- Health and safety
- Self efficacy
- Attendance

Unit Sector(s)

Not Applicable