



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS505A Work effectively with Aboriginal and/or Torres Strait Islander students

Release: 1

CHCEDS505A Work effectively with Aboriginal and/or Torres Strait Islander students

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to support, contribute to and coordinate education opportunities for Aboriginal and/or Torres Strait Islander students

Application of the Unit

Application

This unit is intended for education support workers in environments where they will be providing support to Aboriginal and/or Torres Strait Islander people students 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. Identify personal cultural identity and its influence on interactions with Aboriginal and/or Torres Strait Islander students

- 1.1 Identify *significant events* in own family's history which may influence own current beliefs and values
- 1.2 Identify *aspects of the environment* which influence own *cultural identity*
- 1.3 Examine aspects of family history and personal cultural identity for impact on personal values and interactions with Aboriginal and/or Torres Strait Islander students

2. Research and document some of the impacts of colonisation on Aboriginal and/or Torres Strait Islander Australians

- 2.1 Identify some *Aboriginal and/or Torres Strait Islander historical issues* for own district/state
- 2.2 Analyse the impact of some Aboriginal and/or Torres Strait Islander historical issues in own district/state
- 2.3 Identify some contemporary impacts of Aboriginal and/or Torres Strait Islander historical issues on Aboriginal and/or Torres Strait Islander people today
- 2.4 Research the *diversity* of Aboriginal and/or Torres Strait Islander populations in own educational organisation and the wider community

ELEMENT

PERFORMANCE CRITERIA

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

- 3.1 Identify and consult with *appropriate persons* to obtain knowledge of local Aboriginal and/or Torres Strait Islander groups
- 3.2 Identify and consult with colleagues to obtain knowledge about the cultural identity of Aboriginal and/or Torres Strait Islander students in the educational organisation
- 3.3 Develop *skills and knowledge which enable supportive interactions* with Aboriginal and/or Torres Strait Islander students
- 3.4 Handle *information* in a *culturally appropriate* way at all times including identification of how and with whom information can be shared
- 3.5 Provide opportunities for students to share local context and cultural knowledge
- 3.6 Use *cultural diversity* to enhance educational opportunities for all students
- 3.7 Incorporate recognition of and respect for *Aboriginal and/or Torres Strait Islander languages* into the learning context in consultation with the teacher

4. Create safe learning environments and provide social support for student achievement

- 4.1 In consultation with the teacher, plan and implement learning experiences that foster positive attitudes to learning and student achievement
- 4.2 Establish constructive relationships with students based on mutual trust and respect
- 4.3 Communicate and interact with students in an open, inclusive, equitable and ethical manner
- 4.4 Encourage involvement of family and *community members* in all aspects of the student's learning
- 4.5 Negotiate with community members any *approaches to student support* in areas that are outside of educational programs

ELEMENT

PERFORMANCE CRITERIA

5. Contribute to the design and implementation of inclusive learning experiences

- 5.1 Gather accurate and reliable information about students and their families from the teacher/ supervisor and use to identify student needs and design learning experiences
- 5.2 Evaluate learning and assessment resources to ensure they accurately represent different cultures, are not discriminatory and do not reinforce stereotypes
- 5.3 Provide classroom teacher with written and verbal reports on student performance
- 5.4 Plan and implement learning experiences that build on the diverse backgrounds of students and their families in consultation with the teacher/supervisor
- 5.5 Plan and implement learning experiences that focus on events, customs and beliefs relevant to Aboriginal and/or Torres Strait Islander communities in consultation with the teacher/supervisor
- 5.6 Access *community resources* that focus on events, customs and beliefs relevant to Aboriginal and/or Torres Strait Islander communities and, in consultation with the teacher/ supervisor, plan and use them in a culturally appropriate manner
- 5.7 Discuss with teacher/supervisor support for students whose skills in reading/writing *Standard Australian English* (SAE) (or equivalent) and numeracy are below conventional levels

ELEMENT

PERFORMANCE CRITERIA

6. Actively support students in developing personal identity, self-esteem and a positive self-image
- 6.1 Foster learning environments where relationships between students, teachers and other adults are based on trust and mutual respect
 - 6.2 Communicate and interact with students to foster their confidence, self-esteem, self-image and self-efficacy
 - 6.3 Plan, implement and evaluate group activities in consultation with the teacher, so that students use collaborative processes to set and achieve goals and solve problems
 - 6.4 Follow the organisation's *policies and procedures on pastoral care*
 - 6.5 Identify Aboriginal and/or Torres Strait Islander peers, mentors or members of staff to support individual students
 - 6.6 Follow relevant *protocols* in working with Aboriginal and/or Torres Strait Islander community members

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:

- Impact of colonisation on Aboriginal and/or Torres Strait Islander Australians
- Equity and diversity principles
- Awareness of differences between cultural groups
- Education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander peoples
- Information sources for local Aboriginal and/or Torres Strait Islander peoples
- A variety of appropriate teaching and learning strategies for use with Aboriginal and/or Torres Strait Islander students
- Factors affecting facilitation of individual and group learning
- Anti-discrimination and stereotyping
- Local protocols for interacting with Aboriginal and/or Torres Strait Islander community members

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Analyse and document impacts of colonisation on Aboriginal and/or Torres Strait Islander Australians
- Reference documentation of research using the American Psychological Association standards (APA)
- Interact in a culturally appropriate way with Aboriginal and/or Torres Strait Islander community members
- Interact appropriately with students/staff from diverse cultural backgrounds
- Use a range of inclusive learning strategies that encourage engagement of Aboriginal and/or Torres Strait Islander learners
- Work in consultation with the teacher to use a range of inclusive learning and teaching strategies that celebrate diversity and build student self-esteem

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:

- Undertake research and written analysis
- Use literacy and numeracy skills to interpret and support the learning program and interact with colleagues within an educational organisation
- Use communication skills to effectively liaise between differing cultural contexts
- Undertake training/coaching
- Use demonstration and facilitation
- Use a range of communication styles to suit different audiences and purposes
- Access and read formal documents such as legislation and policies related to educational work environments and Australian history
- Use problem solving/logistical skills

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 can 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
- The candidate is required to address the elements and performance criteria in a range of at least three contexts or occasions, over a period of time

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

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:
 - a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered within an educational context
 - research material on the impact of colonisation on Aboriginal and/or Torres Strait Islander Australians
 - legislation, regulations, policies, procedures, protocols and guidelines
 - definition and benefits of workplace diversity
 - organisation's values and codes of conduct
 - current Aboriginal and/or Torres Strait Islander student's profile and academic information
 - current information on organisation diversity profile
 - current information on diversity within the wider community
 - Aboriginal and/or Torres Strait Islander students and colleagues in an educational organisation
 - Aboriginal and/or Torres Strait Islander community members
 - variety of learning resources as would be expected in an educational environment

EVIDENCE GUIDE

Method of assessment:

- Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of two or more of:
 - case studies
 - demonstration
 - observation
 - questioning - oral and written
 - scenarios, simulation or role plays
 - workplace projects
 - authenticated evidence from the workplace and/or training courses
- Assessment methods should reflect work demands, such as literacy, and the needs of particular groups, such as:
 - people with disabilities
 - people from culturally and linguistically diverse backgrounds
 - women
 - young people
 - older people
 - people in rural and remote locations

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

Cultural identity refers to relationships with:

- Place
- People
- The environment
- Belief systems
- History
- Tradition
- Society

Significant events may include:

- Schooling experience
- Divorce
- Family composition
- Migration
- Health
- Financial factors
- Housing arrangements
- Death of a family member
- Attendance, high mobility between schools and long absences in between

Aspects of the environment may include:

- Weather
- Political circumstance
- Government policy
- Religious freedom
- Educational opportunity
- Freedom of speech
- Dominant/minority groups
- Equal rights
- Media
- Songs

Colonisation is:

- The process of settling or inhabiting another country

RANGE STATEMENT

Aboriginal and/or Torres Strait Islander historical issues are varied and numerous

The identification and analysis of three Aboriginal and/or Torres Strait Islander historical issues will suffice the requirements for this element

These may include but are not limited to:

- Education
- Health care
- Stolen generation
- Missions and reserves
- Restriction legislation/policies
- Reconciliation initiatives and a way forward
- Assimilation
- Constitution
- Citizenship
- White Australia Policy

Diversity may include:

- Population
- Language
- Law
- Ceremonies
- Literacy
- Employment
- Living conditions
- Lifestyles

Appropriate persons may include:

- Management of the educational organisation
- Colleagues in the educational organisation
- Elders
- Aboriginal and/or Torres Strait Islander organisations

Skills and knowledge which enable supportive interactions are the same factors for Aboriginal and/or Torres Strait Islander and non-Indigenous groups

They may include skills and knowledge of:

- Language groups
- Learning styles
- Building relationships
- Speaking a few words from the student's native tongue
- Strategies which encourage involvement
- Facilitating individual and group work
- Working at the individual student's level of understanding
- Student's life experience to draw upon
- Matching work and expectations to developmental level of the student

RANGE STATEMENT

Information may include:

- Languages spoken
- Attendance record
- Health status
- Learning performance
- Family situation
- Family/relatives at the school
- Name of traditional Aboriginal and/or Torres Strait Islander custodians of the land
- Extent of their land
- Neighbouring peoples
- Use of Aboriginal and/or Torres Strait Islander names for local features e.g. areas, street
- Main historical events associated with the arrival of non-Indigenous peoples
- Names of the main local families today
- The main local Aboriginal or Torres Strait Islander organisations

Cultural diversity refers to:

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

Aboriginal and/or Torres Strait Islander languages (or components of languages) may include:

- Aboriginal languages and dialects
- Torres Strait Islander languages and dialects
- Torres Strait creoles, Yumpla tok
- Aboriginal English
- Kriol and other Australian creoles

Community members may include:

- Elders
- Family and relations
- Aboriginal and/or Torres Strait Islander organisations
- School community
- Other community organisations

RANGE STATEMENT

Approaches to student support in areas that are outside of educational programs may include:

- Homework group
- Breakfast group
- Cultural programs

Community resources may include:

- Elders
- Traditions
- Oral histories
- Artefacts
- Music and dance
- Paintings and artworks
- Land and 'country'
- Places
- Structures
- Personnel
- Aboriginal and/or Torres Strait Islander organisations

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 communications protocols
- Gender specific issues
- Language
- Use of information
- Beliefs systems

Standard Australian English is:

- The language in which fluency is required for participation in mainstream society

RANGE STATEMENT

Policies and procedures on pastoral care may include:

- Acknowledgement of the role of Elders
- Provision of Aboriginal and/or Torres Strait Islander adult role models in the school
- Visits by/to 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/institute committees
- Working collaboratively with other agencies
- Home visits by appropriate personnel
- Cultural awareness training for all staff

Pastoral care may include

- Programs which support the physical, social, emotional, psychological and spiritual care of the individual

Protocols may include:

- Talking to the right people e.g. community elders
- Land ownership
- Family/kinship/clan

Unit Sector(s)

Not Applicable