UNIT CODE	**CHCEDS050**
UNIT TITLE	**Support Aboriginal and/or Torres Strait Islander education**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to support, contribute to and coordinate education opportunities for students, including those from Aboriginal and/or Torres Strait Islander backgrounds. It addresses inclusion of community members in school activities, demonstration that everyone is valued in day-to-day interactions and support for students' development of their self-concept. The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in classroom settings in schools, with students aged between five and 18 years, but may also work in other education settings within the community. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Contribute to a positive education environment.	1.1 Access and clarify organisational policies and legislation relating to Aboriginal and/or Torres Strait Islander education with relevant personnel. 1.2 Build positive relationships that value diversity through all interactions with students. 1.3 Identify and consult with appropriate persons to obtain knowledge of local region and cultural identity. 1.4 Contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education programs and the learning environment using acquired local knowledge.

2. Support community engagement.	2.1 Access community resources and personnel in ways that show 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 regarding approaches to provision of pastoral care initiatives ensuring the inclusion of appropriate personnel.
3. Support the cultural identity of Aboriginal and/or Torres Strait Islander students.	3.1 Develop own skills and knowledge to enhance interactions with Aboriginal and/or Torres Strait Islander students. 3.2 Support the management of information in a culturally appropriate manner, taking account 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. Adapt literacy and numeracy strategies.	4.1 Select and contextualise literacy and numeracy resources to create meaningful learning experiences based on specific needs in consultation with the teacher. 4.2 Support the management of literacy and numeracy program resources and personnel using cultural knowledge and skills. 4.3 Select delivery and communication strategies that suit individual needs in consultation with the teacher. 4.4 Obtain advice to identify barriers to learning and to develop strategies that match the students' learning needs.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Reading skills to:	■ Interpret legislation and organisational policies and procedures.
Oral communication skills to:	■ Interact with an engage students and community members to build rapport. ■ Use listening and questioning to seek information and confirm understanding.
Learning skills to:	■ Develop own knowledge of local Aboriginal and/or Torres Strait Islander culture.
Initiative and enterprise skills to:	■ Determine methods of relaying information in a culturally appropriate manner. ■ Use appropriate support strategies when opportunities arise.

UNIT MAPPING INFORMATION	CHCEDS024 Use educational strategies to support Aboriginal and/or Torres Strait Islander education
LINKS	

TITLE	**Assessment Requirements for CHCEDS050 Support Aboriginal and/or Torres Strait Islander education.**
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: ■ communicate in culturally appropriate ways with members of the Aboriginal and/or Torres Strait Islander community on three separate occasions ■ contribute to the planning and inclusion of Aboriginal and/or Torres Strait Islander contexts in education in three different ways ■ adapt two different literacy resources for Aboriginal and/or Torres Strait Islander learners.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: ■ benefits of diversity to the school community ■ principles and practices of cultural awareness and cross-cultural communication in an Aboriginal and/or Torres Strait Islander context ■ local Aboriginal and/or Torres Strait Islander cultures and differences between cultural groups ■ appropriate people from whom to seek information about local Aboriginal and/or Torres Strait Islander community and culture ■ education policies and initiatives designed to support learning outcomes for Aboriginal and/or Torres Strait Islander people ■ information sources used by local Aboriginal and/or Torres Strait Islander people ■ teaching and learning strategies that are effective for Aboriginal and/or Torres Strait Islander people.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace: ■ communication with Aboriginal and / or Torres Strait Islander people 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. Skills related to adaptation of resources may be demonstrated through simulation. Interactions with students must be supervised by a teacher or other educational professional. Assessment must ensure access to: ■ Aboriginal and/or Torres Strait Islander people ■ students in an educational organisation ■ colleagues for guidance and collaboration. Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.
LINKS	