

<b>UNIT CODE</b>	<b>CHCEDS060</b>
<b>UNIT TITLE</b>	<b>Work effectively with students and colleagues</b>
<b>APPLICATION</b>	<p>This unit describes the skills and knowledge required by an education support worker to generate positive, respectful and effective interactions with students and colleagues.</p> <p>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 within other education settings within the community.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Education Support
<b>UNIT SECTOR</b>	Children’s Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Interact positively with students.	1.1 Use positive and respectful communication styles with students in all situations. 1.2 Use active-listening techniques to explore students' interests and concerns through conversation where appropriate. 1.3 Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students. 1.4 Adapt communication technique to accommodate different cultural values, practices and sensitivities. 1.5 Consider the needs of the student in all actions and decisions.

<p>2. Respect and support students.</p>	<p>2.1 Support the integrity of individual student rights, self-determination and personal dignity.                  2.2 Show genuine interest in, understanding of and respect for all students.                  2.3 Acknowledge the efforts and achievements of students and provide encouragement to build confidence.                  2.4 Role-model calm behaviour and respond appropriately to students displaying signs of distress, frustration or anger.                  2.5 Support students to make own choices and experience natural consequences in a safe and secure environment.                  2.6 Identify situations where students require assistance and provide support within scope of own job role.</p>
<p>3. Work effectively with diverse students and colleagues.</p>	<p>3.1 Use a range of communication styles to respect and reflect the diversity of the school.                  3.2 Use collaborative problem-solving skills when working with colleagues and students.                  3.3 Reflect on own biases and engage in work practices that are inclusive and benefit educational outcomes.                  3.4 Work collaboratively and share information to provide effective educational support in line with organisational policies and procedures.                  3.5 Seek and act on feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity.</p>

<p><b>FOUNDATION SKILLS</b></p>	
<p><i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i></p>	
<p><b>SKILLS</b></p>	<p><b>DESCRIPTION</b></p>
<p>Initiative and enterprise skills to:</p>	<ul style="list-style-type: none"> <li>■ Anticipate the need for assistance or intervention in order to support students and colleagues.</li> </ul>
<p>Self-management skills to:</p>	<ul style="list-style-type: none"> <li>■ Interpret information from written and/or verbal directions and action appropriately.</li> </ul>
<p><b>UNIT MAPPING INFORMATION</b></p>	<p>CHCEDS007 Work effectively with students and colleagues.</p>
<p><b>LINKS</b></p>	

<p><b>TITLE</b></p>	<p><b>Assessment Requirements for CHCEDS060 Work effectively with students and colleagues.</b></p>
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<p><b>PERFORMANCE EVIDENCE</b></p>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ interacted positively with two students and one colleague, including:             <ul style="list-style-type: none"> <li>○ communicating effectively</li> <li>○ demonstrating respect for diversity of individuals</li> <li>○ using active listening skills to clarify information</li> <li>○ recognising non-verbal cues</li> <li>○ varying style to suit individual needs of student or colleague as appropriate</li> <li>○ providing appropriate support as required.</li> </ul> </li> </ul>
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<p><b>KNOWLEDGE EVIDENCE</b></p>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ role and responsibilities of and education support worker and own job role</li> <li>■ legislation, its purpose and key requirements relating to:             <ul style="list-style-type: none"> <li>○ anti-discrimination</li> <li>○ child protection</li> <li>○ confidentiality and privacy</li> <li>○ duty of care</li> </ul> </li> <li>■ organisation policies and procedures relating to interacting with others, including students and colleagues</li> <li>■ communication techniques that generate positive interpersonal interactions:             <ul style="list-style-type: none"> <li>○ verbal</li> <li>○ non-verbal</li> <li>○ active listening</li> <li>○ questioning</li> <li>○ appropriate use of volume and tone</li> </ul> </li> <li>■ negotiation and conflict resolution techniques</li> <li>■ stages of child development in relation to communication</li> <li>■ communication strategies that support inclusion</li> <li>■ how to recognise situations where further support or intervention may be required</li> <li>■ support strategies for ensuring the participation of students.</li> </ul>
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<p><b>ASSESSMENT CONDITIONS</b></p>	<p>Skills must be demonstrated in the workplace.</p> <ul style="list-style-type: none"> <li>■ positive interaction with students must be directly observed by the assessor on at least one occasion</li> <li>■ remaining performance evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence.</li> </ul> <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ organisational policies and procedures</li> <li>■ students in an educational organisation</li> <li>■ colleagues for guidance and collaboration.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<p><b>LINKS</b></p>	