

UNIT CODE	CHCEDS033
UNIT TITLE	Meet legal and ethical obligations in an education support environment
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to identify and comply with legislation, policy and industrial instruments that relate to the education support worker role in school settings.</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 in 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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify legal and ethical obligations.	<p>1.1 Identify and access current workplace information that covers the range of legislation and guidelines relevant to the job role.</p> <p>1.2 Clarify and confirm understanding of information with supervising teacher, to ensure consistency of interpretation and application.</p> <p>1.3 Obtain advice from supervising teacher when conflicting directives are found.</p>
2. Comply with legal and ethical obligations.	<p>2.1 Adhere to legal and ethical requirements in work practice according to organisational policies and procedures and scope of role.</p> <p>2.2 Identify and promptly report incidents of non-compliance.</p> <p>2.3 Recognise potential ethical issues and dilemmas and discuss with supervising teacher.</p>

3. Contribute to workplace improvements	<p>3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities.</p> <p>3.2 Pro-actively share feedback with colleagues and supervisors.</p> <p>3.3 Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures.</p>
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FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> Research and interpret unfamiliar documents about workplace legislation and guidelines.
Oral communication skills to:	<ul style="list-style-type: none"> Ask open and closed questions and actively listen to seek information from teacher and confirm understanding.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> Determine and use appropriate template for reporting, according to organisational policies and procedures.
Technology skills to:	<ul style="list-style-type: none"> Use computer, keyboard and internet to search for information about legal and ethical obligations.
UNIT MAPPING INFORMATION	CHCEDS001 Comply with legislative, policy and industrial requirements in the education environment
LINKS	

TITLE	Assessment Requirements for CHCEDS033 Meet legal and ethical obligations in an education support environment.
PERFORMANCE EVIDENCE	<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"> complete at least one activity in each of the following areas of practice according to legal requirements: <ul style="list-style-type: none"> completion of documentation health, safety and wellbeing emergency response develop appropriate responses to two issues relevant to the work role: <ul style="list-style-type: none"> one legal issue or dilemma one issue requiring application of policy or legislation.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ role and responsibilities of an education support worker and specific understanding of own work role and responsibilities ■ legislation, its purpose and key requirements that impact individual workers relating to: <ul style="list-style-type: none"> ○ anti-discrimination ○ child protection ○ confidentiality and privacy ○ duty of care responsibilities applicable to non-teaching staff ○ equal employment opportunity (and associated equity and diversity principles) ○ work health and safety ■ organisational policies and procedures for responding to legislative issues, and how these are applied ■ potential hazards and risks for students resulting from breaches of relevant legislation or policy ■ requirements of industrial awards that directly impact the work role and related agreements ■ the similarities, differences and interrelationships between legal and ethical issues in the context of education support ■ potential legal and ethical issues and dilemmas that may arise and how to respond ■ conflict of interest <ul style="list-style-type: none"> ○ identifying real and perceived conflicts of interest ○ responding to conflicts of interest ■ ways to constructively contribute to workplace improvements.
ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ digital technology for sourcing information ■ legislation or plain English documentation reflecting legislative requirements ■ templates and forms used for reporting ■ organisational policies and procedures for areas affected by legislation ■ components of industrial awards of direct relevance to worker role. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	