

UNIT CODE	CHCEDS060
UNIT TITLE	Work effectively with students and colleagues
APPLICATION	<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 with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.</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. Interact positively with students.	<p>1.1 Use positive and respectful communication styles with students in all situations.</p> <p>1.2 Use active-listening techniques to explore students' interests and concerns through conversation where appropriate.</p> <p>1.3 Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students.</p> <p>1.4 Adapt communication technique to accommodate different cultural values, practices and sensitivities.</p> <p>1.5 Consider the needs of the student in all actions and decisions.</p>

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

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

TITLE	Assessment Requirements for CHCEDS060 Work effectively with students and colleagues.
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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"> ■ interact positively with two students and one colleague, including: <ul style="list-style-type: none"> ○ communicating effectively ○ demonstrating respect for diversity of individuals ○ using active listening skills to clarify information ○ recognising non-verbal cues ○ varying style to suit individual needs of student or colleague as appropriate ○ providing appropriate support as required.
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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 and education support worker and own job role ■ legislation, its purpose and key requirements relating to: <ul style="list-style-type: none"> ○ anti-discrimination ○ child protection and child safety ○ confidentiality and privacy ○ duty of care ■ organisational policies and procedures relating to interacting with others, including students and colleagues ■ communication techniques that generate positive interpersonal interactions: <ul style="list-style-type: none"> ○ verbal ○ non-verbal ○ active listening ○ questioning ○ appropriate use of volume and tone ■ negotiation and conflict resolution techniques ■ stages of child development in relation to communication ■ communication strategies that support inclusion ■ how to recognise situations where further support or intervention may be required ■ support strategies for ensuring the participation of students.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none">■ positive interaction with students 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. <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">■ organisational policies and procedures■ students in a school■ colleagues for guidance and collaboration. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	