

UNIT CODE	CHCEDS039
UNIT TITLE	Work effectively as an Aboriginal or Torres Strait Islander education worker
APPLICATION	<p>This unit describes the performance outcomes skills and knowledge required for an Aboriginal and/or Torres Strait Islander education worker to manage their work performance in a school.</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>An Aboriginal and/or Torres Strait Islander education worker is generally drawn from local communities because of their fluency in a specific language, kinship relationships within the community, a level of knowledge of and respect for traditional culture, and capacity to interact in the wider 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. Manage personal work tasks.	<p>1.1 Maintain work diary to timetable appointments and document liaison with Aboriginal and/or Torres Strait Islander students, families and others as required.</p> <p>1.2 Prioritise tasks in accordance with organisation goals.</p> <p>1.3 Assess and organise competing demands within time constraints to provide an effective and responsive service.</p>

2. Model high standards of personal performance, ethics and integrity.	<p>2.1 Serve as a role model for Aboriginal and/or Torres Strait Islander students and community according to performance standards.</p> <p>2.2 Demonstrate personal and professional integrity to engender confidence and respect.</p> <p>2.3 Follow organisation's policies and procedures.</p>
3. Assist and support other personnel.	<p>3.1 Interact with others to promote a productive and harmonious school environment.</p> <p>3.2 Provide encouragement, support and advice to colleagues.</p> <p>3.3 Provide informative and constructive feedback to other personnel in a positive manner.</p> <p>3.4 Seek feedback on own work performance from supervisors or colleagues.</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
Reading skills to:	<ul style="list-style-type: none"> ■ Interpret organisational policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> ■ Record details of own work according to organisational policies and procedures.
Oral communication skills to:	<ul style="list-style-type: none"> ■ Use listening and questioning to seek information and confirm understanding.
Numeracy skills to:	<ul style="list-style-type: none"> ■ Interpret numerical information in relation to timeframes.
Problem-solving skills to:	<ul style="list-style-type: none"> ■ Identify issues in relation to scheduling and prioritising tasks and determine actions to address them.
Self-management skills to:	<ul style="list-style-type: none"> ■ Organise work to ensure deadlines and objectives are met.
UNIT MAPPING INFORMATION	Pending
LINKS	

TITLE	Assessment Requirements for CHCEDS039 Work effectively as an Aboriginal or Torres Strait Islander education worker.
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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"> ■ follow the organisation's policies and procedures to schedule and complete three workplace tasks: <ul style="list-style-type: none"> ○ identifying own responsibilities and their links to organisational requirements ○ identifying and sourcing required resources and assistance ○ identifying and addressing issues that may impact ability to complete task ○ identifying any opportunities for improvement upon completion.
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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 an Aboriginal and/or Torres Strait Islander education worker and specific understanding of own work role and responsibilities ■ organisational policies and procedures as they apply to the work role ■ relationship between own work goals and plans and the organisations goals and plans ■ key features of the learning and development process and how this relates to own work role ■ features of personal and professional integrity: <ul style="list-style-type: none"> ○ honesty ○ showing consistency ○ following relevant codes of ethics ○ being unbiased ■ characteristics of a role model: <ul style="list-style-type: none"> ○ a person looked to by others in Aboriginal and/or Torres Strait Islander education work as an example to be followed in areas such as: <ul style="list-style-type: none"> ● respect for Elders and culture ● respect for Australian values ● high standards of personal behaviour ● reliability ■ community health issues and their potential impact on learning ■ traditional culture related to language group governing protocols of language use within a community ■ impacts of cultural, sub-cultural, social, religious, gender, age and language issues on attitudes towards education ■ cultural and linguistic backgrounds of students and families ■ availability of resources and assistance within and external to the organisation.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none">■ communication activities 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	