

<b>UNIT CODE</b>	<b>CHCEDS039</b>
<b>UNIT TITLE</b>	<b>Work effectively as an Aboriginal or Torres Strait Islander education worker</b>
<b>APPLICATION</b>	<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 range of education environments.</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>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>
<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. 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.	2.1 Serve as a role model for Aboriginal and/or Torres Strait Islander students and community according to performance standards. 2.2 Demonstrate personal and professional integrity to engender confidence and respect. 2.3 Follow organisation's policies and procedures.
3. Assist and support other personnel.	3.1 Interact with others to promote a productive and harmonious education environment. 3.2 Provide encouragement, support and advice to colleagues. 3.3 Provide informative and constructive feedback to other personnel in a positive manner. 3.4 Seek feedback on own work performance from supervisors or colleagues.

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"> <li>■ Interpret organisational policies and procedures.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>■ Record details of own work according to organisational policies and procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>■ Use listening and questioning to seek information and confirm understanding.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>■ Interpret numerical information in relation to timeframes.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>■ Identify issues in relation to scheduling and prioritising tasks and determine actions to address them.</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>■ Organise work to ensure deadlines and objectives are met.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	CHCEDS010 Work effectively as an Aboriginal or Torres Strait Islander education worker
<b>LINKS</b>	

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