

CHCEDS301A

Comply with legislative, policy and industrial requirements in the education environment

Description

This unit covers the skills and knowledge required to participate in quality improvement activities, monitor and obtain feedback on work performance, maintain compliance with legislation and industrial instruments that relate to the education support worker role

Employability Skills

This unit contains Employability Skills

Application

This unit applies to education support work roles in a variety of education contexts including school or other education industry environment

Work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

ELEMENT

PERFORMANCE CRITERIA

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| 1. Identify legislative and policy requirements | <p>1.1 Access current workplace information that covers the range of <i>legislation and guidelines</i> relevant to the job role</p> <p>1.2 Confirm with senior staff key requirements of relevant legislation</p> <p>1.3 Clarify and confirm understanding of legislation to ensure consistency of interpretation and application</p> <p>1.4 Clarify and confirm understanding of legislation integration to form a legislative framework in the <i>education environment</i></p> <p>1.5 Obtain advice from supervisor when <i>conflicting legislative directives</i> are found</p> |
| 2. Comply with legislative and policy requirements | <p>2.1 Undertake work in accordance with requirements of legislation and organisation policies</p> <p>2.2 Report promptly, incidents of non compliance resulting from breaches of legislation</p> <p>2.3 Inform authorised persons or bodies of <i>inadequacies in workplace procedures</i> which may contribute to non compliance</p> <p>2.4 Review own conduct and seek feedback from others to confirm continuing compliance with legislation, policy and procedures</p> <p>2.5 Report <i>changes to personal circumstances</i> affecting compliance in a <i>regulated education environment</i></p> |

ELEMENT	PERFORMANCE CRITERIA
3. Identify and comply with <i>industrial instruments</i> relating to the job role	3.1 Identify the industrial award relevant to the job role and identify key responsibilities 3.2 Source and read any relevant certified agreements 3.3 Clarify award conditions with appropriate personnel as required

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include:

- Understand and adhere to own work role and responsibilities
- Legislation relating to the education sector, the education support workers role and key requirements of each
- Integration of legislation to form legislative framework for the education environment
- Curriculum and curriculum framework
- Organisations policies and procedures for responding to legislative issues
- Duty of care responsibilities as applies to non teaching staff
- Safe working practices
- Potential hazards and risks for students resulting from breaches of relevant legislation or policy
- Key requirements of Industrial awards
- Relevant code/s of ethics
- Equal employment opportunity and equity and diversity principles

Essential skills:

The candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Follow school/centre policies and procedures
 - Identify inappropriate conduct
 - Undertake basic research and evaluation of enabling legislation, awards, certified agreements, workplace policies and work procedures
 - Liaise with and report to relevant personnel
 - Respond to diversity, including gender and disability in compliance with legislation and policies
 - Apply environmental and occupational health and safety (OHS)
 - Undertake self assessment
 - Communicate with others involving exchanges of complex oral and written information
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

RANGE STATEMENT

Legislation and guidelines will be specific to the particular education environment and may relate to but are not limited to:

- Public sector employment
- Affirmative action
- Education and/or training legislation
- Codes of ethics/conduct
- Child protection legislation
- Student protection/safety policies
- Employment law
- Legislated standards
- Information and records management standards
- Organisations enabling legislation and regulations
- Security, storage, handling and classification of documents
- Financial management and accountability
- Anti corruption legislation
- Anti-discrimination
- Professional standards
- Employee relations
- Duty of care / OHS
- Criminal, contract and administrative laws

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Conflicting legislative directives may include:

- Apparent contradictions between statutes
- Apparent conflict between statutes and policy requirements

A regulated education environment includes:

- Schools and other education facilities where potential employees are required to undergo background checks in compliance with legislation designed to protect students
- Schools and other education facilities where the employment of teaching staff and the operation of the facility are regulated by government

Changes to personal circumstances that must be reported may include:

- Any change to the individual's criminal history
- a person's criminal history changes if they are charged or convicted of a criminal offence, whether or not a conviction is recorded
 - Student temporarily or permanently residing with staff
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