

CHCEDS313A**Communicate with students****Description**

This unit describes the requirement for education support workers to effectively communicate with students

Employability Skills

This unit contains Employability Skills

Application

This unit applies to education support work in variety of contexts

This 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. Communicate effectively with students | 1.1 Use positive and respectful communication styles with students in all situations |
| | 1.2 Use <i>active listening</i> techniques |
| | 1.3 Explore students interests and concerns through conversation where appropriate |
| | 1.4 Communicate clearly guidelines and limits for students' behaviour |
| | 1.5 Consider <i>non-verbal cues</i> when interacting with students |
| | 1.6 Use <i>communication strategies</i> that are <i>developmentally appropriate</i> for effective interaction and problem solving with students |
| 2. Use current recognised good practice techniques of communication | 2.1 Communicate with students to <i>maintain the integrity of individual rights, self-determination and personal dignity</i> |
| | 2.2 Adapt style and language to accommodate different cultural values, practices and cultural sensitivities |
| | 2.3 Conduct interactions with young people in a fair, equitable and positive manner |
| | 2.4 Report accurately <i>disclosures</i> that indicate a that a student is at risk of harm in accordance with <i>statutory requirements and organisation procedures</i> |
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REQUIRED SKILLS AND KNOWLEDGE

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 knowledge of:

- Stages of child development in relation to communication
- Importance of stating and maintaining expectations
- A range of communication strategies suitable to meet students' needs
- Child protection statutory requirements (where these exist)
- Indicators of potential abuse and/or neglect
- Organisation policies and procedures relating to communicating with and about students
- Requirements of anti-discrimination legislation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop positive interpersonal relationships with members of the school community for the benefit of students
- Active listening
- Use non-verbal communication and cues appropriate to the needs of individuals
- Recognise non-verbal cues used by student
- Communicate effectively with individuals from diverse cultural backgrounds
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Active listening involves:

- Focusing attention on the speaker
- Taking a position close to the speaker
- Ignoring distractions
- Suspending own opinions and emotions
- Listening with the senses
- Demonstrating interest in the topic using body language (e.g. make eye contact, lean forward, nod)
- Responding to questions
- Checking understanding through restating using own words, summarising or asking questions

REQUIRED SKILLS AND KNOWLEDGE

Non-verbal cues may include:

- Emotional state of student
- Speed of delivery e.g. hesitation or rushed speech
- Body language
- Eye contact
- Tone of voice

Developmentally appropriate refers to:

- Physical, emotional, social and cognitive developmental stages
- The student's life experiences
- The student's chronological age

Communication strategies may include:

- Proximity to student
- Making eye contact
- Working at student's level
- Addressing cultural issues related to the student
- Using more than one language
- Adapting vocabulary to the needs of the student
- Using body language to reinforce verbal communications
- Using humour to engage a student in conversation
- Suitable tone of voice for the interaction
- Choose a location suitable for communicating
- Use of clear directions and instructions
- Repetition
- Paraphrasing
- Questioning
- Reflecting back
- Listening with purpose
- Pictures to assist with understanding

Maintain the integrity of individual rights, self-determination and personal dignity may involve:

- Choose an appropriate place to converse
- Ensuring students are provided with choices
- Respecting students' rights to make choices
- Listening to students' points of view
- Suspending emotions and prejudices
- Using a non-threatening tone of voice

Disclosures requiring referral to senior staff for further action may include:

- Statements that imply that the student is the victim of abuse or neglect
 - Explanations for an injury that appears inconsistent with the injury
 - Statements that imply harm to self or others
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REQUIRED SKILLS AND KNOWLEDGE

Statutory requirements and organisation procedures may include:

- Mandatory reporting of suspected child abuse and neglect for teaching and medical staff
- Procedures for reporting suspicions to teaching staff for further action
- Procedures for reporting suspicions to administrative staff for further action
- Confidentiality requirements