

CHCEDS314A**Work effectively in an education team****Description**

This unit describes the skills and knowledge needed to work effectively with team members, colleagues and others in an educational work environment

Employability Skills

This unit contains Employability Skills

Application

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by nominated teacher

ELEMENT**PERFORMANCE CRITERIA****1. Participate in work groups and teams**

- 1.1 Identify correctly relevant goals to the *education team*
- 1.2 Identify own and others roles in meeting work requirements and ensure that own role is carried out effectively
- 1.3 Provide *assistance* to *others* involved the education work group/team, as required and make *constructive contributions* to achieving work goals
- 1.4 Consider time and resource constraints when undertaking *work requirements*
- 1.5 Perform work in accordance with the *education organisation's policies and code of conduct*
- 1.6 Consider individual's personalities and work styles when working toward group goals
- 1.7 Access wider *networks* to inform the work of the team

2. Contribute to ideas and information within the education team

- 2.1 Share *information and ideas* with others to enhance work processes and student learning outcomes
 - 2.2 Provide relevant and accurate information to team members and supervisors as required
 - 2.3 Seek information and ideas from other team members to support the achievement of work goals/targets as needed
 - 2.4 Record information in required detail and format as determined by the team
 - 2.5 Record information systematically and accurately and file for retrieval as determined by the team
 - 2.6 Consider *linguistic and cultural differences* in team members' communication style and identify the value of these to tasks identified
 - 2.7 In consultation with teacher, identify *issues, problems and/or conflicts* encountered within the education team or workplace and consider *appropriate actions*
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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:

- Individual roles and responsibilities and relationships to others, including duty of care
- Acceptable workplace conduct, including regular attendance, punctuality, maintaining and orderly workspace
- Teamwork principles
- Effective communication techniques, including active listening, questioning and non-verbal communication
- Conflict management techniques
- Health and safety principles as they apply to working within a team environment

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply techniques to manage own work load e.g. meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible then referring on to others as required
- Use effective interpersonal communication skills
- Ask for guidance and support from other team members when required
- Apply the level of reading, writing, language and numeracy competence required to perform effectively in an education support role

RANGE STATEMENT

Education team may include:

- Education support worker and one or more of the following;
 - teachers
 - volunteers
 - administrators
 - work experience students
 - students
 - established or ad-hoc teams
 - committees
 - small semi-autonomous teams

Constructive contributions may include:

- Displaying a positive attitude
- Offering possible solutions to problems
- Using initiative
- Finding alternative resources

REQUIRED SKILLS AND KNOWLEDGE

Work requirements may include:

- Goals
- Objectives
- Priorities
- Specified targets or results
- Timeframes
- Coordination with other work processes
- Clear role definitions
- Application of particular procedures
- Organisation of resources
- Roster arrangements or particular approaches to work processes specified by the organisation or work team

Education organisation's policies and code of conduct may include:

- Behavioural standards
- Privacy requirements
- Anti-discrimination policies
- Roles and responsibilities

Networks may include:

- Other education support workers
- Specialists
- Community members
- Discussion lists
- Education sector groups

Information and ideas relevant to work may include:

- Information about particular tasks or work requirements
- Location of and access to available resources
- Useful strategies and techniques
- Technical information
- Different ways to achieve objectives
- Observations of students
- Examples of student work
- Issues that arise
- Technological options

Linguistic and cultural differences may add value to tasks through:

- Alignment with the cultural or linguistic background of students and their families
 - Widening the frame of reference within which tasks are undertaken
 - Offering additional/alternative options to achieve team goals
 - Offering background information to improve student outcomes through alternative approaches to teaching and learning
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REQUIRED SKILLS AND KNOWLEDGE

Appropriate actions to address issues, problems or conflicts may include:

- Acknowledging that all team members have the right to their opinions but that the team must find the best solution to achieve team goals
- Using positive language that values various opinions
- Developing trust between team members
- Problem solving as a team
- Negotiation between parties in conflict to effect a win-win outcome
- Use of a mediator or conciliator to bring the parties to a satisfactory outcome if necessary