

# Be You for VET: CHC30221 Certificate III and CHC40221 Certificate IV in School Based Education Support

## Top Picks 3

**CHCDIV001 Work with diverse people (pages 1-3)**

**CHCEDS060 Work effectively with students and colleagues (page 4)**

### Mapping Be You to qualifications

These Top Picks units contain Elements, Performance Criteria and Knowledge Evidence to support and facilitate the mental health and wellbeing of children. The following tables identify Be You resources, such as Professional Learning modules and tools, that have the potential to enrich teaching and learning in these units.

### Top Picks 3a. CHCDIV001 Work with diverse people

Mapping	Top Picks 3a: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Webinars, Fact Sheets, Tools
<p>In Top Picks 3, <b>UNDERSTAND</b> is suggested as trainer background reading</p>	<p><b>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></b></p> <p><b>UNDERSTAND 1</b> Describe what mental health and wellbeing is</p> <p><b>UNDERSTAND 2</b> Describe the benefits of promoting mental wellbeing and preventing mental health conditions</p> <p><b>UNDERSTAND 3</b> Understand risk and protective factors, and influences in your learning community that affect mental health</p>	<p>Webinar:</p> <p><u><a href="#">Walking together towards reconciliation - How can schools support this journey?</a></u></p>

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Mapping	Top Picks 3a: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Videos, Fact Sheets, Tools
<p>In Top Picks 3, <b>UNDERSTAND</b> is suggested as trainer background reading</p>	<p><b>UNDERSTAND 4</b> Identify what a mentally healthy learning community can look like and how it benefits the mental wellbeing of children and young people</p> <p><b>UNDERSTAND 5</b> Understand the responsibility an educator has in supporting and fostering positive mental health and wellbeing for all children and young people</p> <p><b>UNDERSTAND 6</b> Understand the steps required to create a mentally health learning community</p> <p><b>UNDERSTAND 7</b> Understand how educator mental health is important in supporting a mentally healthy learning community</p>	
<p><b>Element 2: Appreciate diversity and inclusiveness, and their benefits</b></p> <p>2.1 Value and respect diversity and inclusiveness across all areas of work.</p> <p>2.2 Contribute to the development of workplace and professional relationships based on appreciation of diversity and inclusiveness.</p> <p>2.3 Use work practices that make environments safe for all.</p> <p><b>Element 3: Communicate with people from diverse backgrounds and situations</b></p> <p>3.1 Show respect for diversity in communication with all people.</p> <p>3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence.</p> <p>3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible.</p> <p>3.4 Seek assistance from interpreters or other persons according to communication needs.</p> <p><b>Element 4: Promote understanding across diverse groups</b></p> <p>4.1 Identify issues that may cause communication misunderstandings or other difficulties.</p>	<p><b>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></b></p> <p><b>INCLUDE 3</b> Understand how to use inclusive practices, including learning materials and experiences, and the importance of a learning environment that reflect the values of diversity and inclusion (CHCDIV001 E2-4)</p>	<p>Fact Sheets:</p> <p><a href="#"><u>Communication skills for educators</u></a></p> <p><a href="#"><u>Cultural diversity and mental health</u></a></p> <p><a href="#"><u>Supporting cultural diversity</u></a></p>

Mapping	Top Picks 3a: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Videos, Fact Sheets, Tools
<p>4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations.</p> <p>4.4 Address any difficulties with appropriate people and seek assistance when required.</p>		

**Scroll to next page for Top Picks 3b. CHCEDS060 Work effectively with students and colleagues**

## Top Picks 3b. CHCEDS060 Work effectively with students and colleagues

Mapping	Top Picks 3b: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Videos, Fact Sheets, Tools
<p><b>Element 1 (EMB1-6)</b></p> <p>1.1 Use positive and respectful communication styles with students in all situations. (EMB1,2,3,4,6)</p> <p>1.2 Use active-listening techniques to explore students' interests and concerns through conversation where appropriate. (EMB1,2,3,4,6)</p> <p>1.3 Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students. (EMB1-4)</p> <p>1.4 Adapt communication techniques to accommodate different cultural values, practices and sensitivities. (EMB4)</p> <p>1.5 Consider the needs of the student in all actions and decisions. (EMB1-5)</p>	<p><b>DOMAIN: <u>LEARNING RESILIENCE</u></b></p> <p><b>EMBED 1</b> Recognise that social and emotional education is everyone's responsibility (1.1-1.5)</p> <p><b>EMBED 2</b> Make critically informed decisions about choosing appropriate social and emotional learning programs, learning approaches and practices (1.1-1.5)</p> <p><b>EMBED 3</b> Discuss how everyday interactions can foster social and emotional learning in children and young people (1.1-1.5)</p> <p><b>EMBED 4</b> Plan and integrate social and emotional learning into everyday practice (1.1-1.5)</p> <p><b>EMBED 6</b> Identify the importance of modelling social and emotional learning skills and behaviours, and apply them (1.1, 1.2)</p>	<p>Fact Sheets:</p> <p><u>Staff wellbeing</u></p> <p><u>Communication skills for educators</u></p>
<p><b>Element 3 (INC3, EMBED 1-6)</b></p> <p>3.1 Use a range of communication styles to respect and reflect the diversity of the school.</p> <p>3.2 Use collaborative problem-solving skills when working with colleagues and students.</p> <p>3.3 Reflect on own biases and engage in work practices that are inclusive and benefit educational outcomes.</p> <p>3.5 Seek and act on feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity.</p>	<p><b>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></b></p> <p><b>INCLUDE 3</b> Understand how to use inclusive practices, including learning materials and experiences, and the importance of a learning environment that reflect the values of diversity and inclusion (E3)</p> <p><b>DOMAIN: <u>LEARNING RESILIENCE</u></b></p> <p><b>EMBED 1-6</b></p>	