



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS322A Support students with English as a second language

Release: 1

CHCEDS322A Support students with English as a second language

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required to provide support to students who have English as a second language (ESL)

Application of the Unit

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

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Facilitate communication between the student, the school and home

PERFORMANCE CRITERIA

- 1.1 Provide assistance with *interactions* between the student, the school and the parent/carer/guardian
- 1.2 Apply understanding of *immigration practices* when locating students in the school and in communication with student school and home
- 1.3 Identify communication barriers and organise the use of interpreters/translators when necessary, in consultation with teacher
- 1.4 Share knowledge of ESL student needs to support the development of whole school policies

ELEMENT**PERFORMANCE CRITERIA**

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| 2. Implement an English as a Second Language (ESL) support program | 2.1 Provide an ESL support program as directed by the teacher |
| | 2.2 Implement ESL support according to program specifications and student needs |
| | 2.3 Provide individual support to ESL students |
| | 2.4 Perform <i>ESL support tasks</i> in classroom or group activities |
| | 2.5 Maintain student confidentiality according to program/school guidelines |
| | 2.6 Provide information to other school staff when required |
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| 3. Support student ESL program | 3.1 Apply <i>support strategies</i> to accommodate language acquisition |
| | 3.2 Identify and discuss <i>factors affecting language acquisition</i> with the ESL and/or classroom teacher |
| | 3.3 Identify and deal with <i>cultural issues</i> in a sensitive and appropriate manner |
| | 3.4 Advocate for the student as necessary |

Required Skills and Knowledge

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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Means by which students acquire English language skills
- Factors affecting language acquisition
- Immigration issues including common responses to and symptoms of 'culture shock'
- Implications of cultural issues in the classroom
- Policy, procedures and legislative issues affecting performance and education support workers
- A range of effective communication techniques

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Facilitate communication between the student, the school and home under the direction of a teacher
- Assist the student in gaining English language skills
- Implement an ESL support program as directed by the teacher
- Maintain discretion and confidentiality at all times
- Follow directions
- Provide in-class support with sensitivity

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Use strategies for developing comprehension and expression

REQUIRED SKILLS AND KNOWLEDGE

- Communicate with students with additional needs
- Empathise and be culturally sensitive when responding to students
- Manage cross-cultural issues and beliefs
- Interpret information from and/or verbal directions
- Use problem solving skills
- Use interpersonal communicate skills (active listening, giving clear directions, express an opinion, suggest improvements to strategy/methods for assisting/supporting students and teachers)
- Manage time effectively

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Assessment requires access to a range of opportunities defined in the range Statement, including:
 - appropriate workplace where assessment can take place
 - simulation of realistic workplace environment for assessment
 - relevant school/centre policy, protocols and procedures
 - educational materials

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

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.

Interactions may include:

- Face-to-face meetings
- Telephone conversations
- Written communication

RANGE STATEMENT

Interactions may be between:

- The students and the members of the school community and its support network, while the student is at school
- Members of the school community and parties responsible for the student from his/her home

Immigration practices may generate:

- Culture shock
- Post-traumatic stress
- Integration issues
- Employment issues
- Lack of security

ESL support tasks may include:

- Learning to say the student's name correctly
- Demonstrating respect for the student's cultural and religious beliefs
- Greeting the student in their own language
- Structuring supportive socialisation activities
- Anticipating language needs and allowing adequate time to avoid frustration and aggression
- Building the student's self-esteem and confidence by providing positive responses and encouraging risk-taking in their language development
- Controlling the input of new information to avoid overwhelming the student
- Providing opportunities for students to hear and practice the same language in different ways
- Extend rapport-building strategies to develop trust prior to learning

RANGE STATEMENT

Support strategies may include:

- Review errors with the student
- Supervise repetition of tasks
- Check comprehension
- Focus on conversational English, school language as well as academic English
- Repeat directions
- Summarise the lesson
- Provide a dictionary of words
- Read aloud to students and provide comprehension
- Read assessment tasks to the students
- Assist in selecting free-reading and research material
- Model oral tasks
- Explain school notices
- Prepare rolls
- Assist teacher prepare classroom work
- Provide technology support including assistance with the operation of computers, software, DVD, digital camera and video equipment

Factors affecting language acquisition may include:

- Limited opportunities for practice
- Health issues
- Cultural issues

RANGE STATEMENT

Cultural issues may include:

- Relationships with people
- Relationships with natural environment and the land
- Religious beliefs and practices
- Links to the immediate environment of the school
- Social responsibilities and rights
- Emotional and psychological well being
- Social participation and development
- Development of skills and abilities
- Development of personal and cultural identity
- Safety
- Troubles and issues expressed by the student such as unmet needs, worries, family problems, practical difficulties and social issues
- Intercultural/intergenerational conflicts
- Diet
- Clothing

Unit Sector(s)

Not Applicable