CHCEDS005 Support the development of literacy and oral language skills

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required in providing assistance to students who need additional support with their reading, writing and oral language skills.

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

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Identify oral language, reading and writing skills	1.1 Explore link between oral language, reading and writing 1.2 Identify skills required for oral language, reading and

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	writing
	1.3 Recognise the use of oral language, reading and writing for different purposes
	1.4 Identify oral language, reading and writing processes with support from the teacher
2. Work within guidelines of literacy program	2.1 Read and interpret current curriculum documents in relation to literacy
	2.2 Identify current literacy programs
	2.3 Use agreed recording systems for students' abilities in literacy as directed by the teacher
	2.4 Work within structure and guidelines of literacy program as directed by the teacher
	2.5 Select and modify appropriate resources to support literacy programs as needed
3. Support student literacy	3.1 Use appropriate strategies to support literacy program under the guidance of the teacher
	3.2 Encourage and support students to become independent, literate learners
	3.3 Support the accurate use of literacy conventions and processes
	3.4 Monitor literacy program
	3.5 Provide feedback and evaluation of student progress to teacher
	3.6 Identify correct storage and retrieval of confidential records

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

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

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53