CHCEDS014 Support students with English as a second language

Release: 2
**Modification History**

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<td>Release 2</td>
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<td>• assessor requirements statement</td>
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<td>• foundation skills lead in statement</td>
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<td>• modification history to reflect 2012 standards</td>
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<td>Equivalent outcome.</td>
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<td>Release 1</td>
<td>This version was released in <em>CHC Community Services Training Package release 1.0</em> and meets the requirements of the 2012 Standards for Training Packages.</td>
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<td>Significant changes to elements and performance criteria.</td>
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<td>New evidence requirements for assessment.</td>
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**Application**

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

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**

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<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<td><strong>Elements define the essential outcomes.</strong></td>
<td><strong>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</strong></td>
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1. Facilitate communication between the student, the school and home

   1.1 Provide assistance with interactions between the student, the school and the parent/carer/guardian

   1.2 Identify communication barriers and organise the use of interpreters/translators when necessary, in consultation with teacher

2. Implement an English as a Second Language (ESL) support program

   2.1 Provide an ESL support program as directed by the teacher or support service personnel

   2.2 Implement ESL support according to program specifications and student needs

   2.3 Provide individual support to ESL students

   2.4 Perform ESL support tasks in classroom or group activities

   2.5 Maintain student confidentiality according to program/school guidelines

   2.6 Provide information to school staff and liaise with other professionals when required
**ELEMENT**

Elements define the essential outcomes.

**PERFORMANCE CRITERIA**

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support student ESL program

3.1 Investigate and discuss factors affecting language acquisition, with the ESL specialist and/or classroom teacher

3.2 Identify and deal with cultural issues in a sensitive and appropriate manner

3.3 Advocate for the student as necessary

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**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.

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**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.

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English as a Second Language (ESL) in this unit means:

- English as an Additional Language or Dialect (EALD)
- English Language Dialect (ELD)
- English for Speakers of Other Languages (ESOL)
Unit Mapping Information

No equivalent unit.

Links