Australian Government

# CHCEDS014 Support students with English as a second language

**Release: 2**

# CHCEDS014 Support students with English as a second language

## Modification History

| Release | Comments |
|---|---|
| Release 2 | Updated: <br> • assessor requirements statement <br> • foundation skills lead in statement <br> • licensing statement <br> • modification history to reflect 2012 standards <br> 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. <br><br> Significant changes to elements and performance criteria. <br><br> New evidence requirements for assessment. |

## 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

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements define the essential outcomes.* | *Performance criteria specify the level of performance needed to demonstrate achievement of the element.* |
| 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 <br><br> 1.2    Identify communication barriers and organise the use of interpreters/translators when necessary, in |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements define the essential outcomes.* | *Performance criteria specify the level of performance needed to demonstrate achievement of the element.* |
| | 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 |
| 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 |

## 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.*

| | |
|---|---|
| English as a Second Language (ESL) in this unit means: | • English as an Additional Language or Dialect (EALD)<br>• English Language Dialect (ELD)<br>• English for Speakers of Other Languages (ESOL). |

## 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