



Australian Government

Assessment Requirements for CHCEDS020 Support students' literacy learning

Release: 2

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Modification History

| Release | Comments |
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| Release 2 | <p>Updated:</p> <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards <p>Equivalent outcome.</p> |
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</p> |

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- used a range of strategies to support students with acquisition of literacy skills and knowledge
- adapted spoken language to meet the needs of students and learning programs
- applied knowledge of stages of development in language and literacy
- used specific strategies to scaffold student learning as directed by a teacher.

Knowledge Evidence

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 work role.

These include knowledge of:

- relationships between spoken language and literacy
- definition of 'texts' and range of texts that students need to interpret
- explicit talk to support student comprehension
- terminology of literacy as used by supervising teacher/s
- questioning techniques that scaffold learning and assist students to problem-solve
- language and literacy developmental continuum appropriate to the students being supported
- differences between the roles and responsibilities of teachers and education support workers.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>