CHCEDS020 Support students' literacy learning

Release: 2

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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.

Application

This unit describes the skills and knowledge required by education support workers to work with teachers to support students in pre-primary, primary and secondary to develop literacy skills, including oral language, reading and writing skills.

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce literacy skills across the curriculum and to support students during various phases in the acquisition of literacy competence.

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. Encourage and model spoken	1.1 Identify and use a variety of styles of verbal

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language	communication
	1.2 Demonstrate the different functions of language in interactions
	1.3 Monitor students' understanding and use of language through observation, listening and conversation, and provide information to teachers to inform planning
	1.4 Identify factors affecting language acquisition and discuss with the teacher/s
	1.5 Use language appropriate to students' culture, age, abilities, interests and needs
	1.6 Use spoken language to effectively interact with students
	1.7 Talk explicitly about language to scaffold learning
	1.8 Model language appropriate to the situation, the purpose and the audience for students
2. Support students to read and interpret texts	2.1 Determine strategies for supporting students in the interpretation of texts in consultation with the teacher/s
	2.2 Implement planned strategies to enhance the abilities of students and address their individual needs
	2.3 Encourage students to problem-solve in order to make meaning from texts
	2.4 Use explicit talk to focus students on specific literacy skills
3. Enhance students' literacy skills through writing activities	3.1 Use accurate terminology, as planned with teacher/s, to support students' learning
	3.2 Implement strategies devised with teacher/s to develop students' skills in the use of written language
	3.3 Use planned strategies to reinforce literacy skills across all key learning areas
	3.4 Encourage students to improve spelling skills using strategies appropriate to students' developmental levels

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	3.5 Support students to plan their writing tasks
	3.6 Encourage students to critically reflect on the effectiveness of their writing
	3.7 Support students to effectively edit their writing
4. Design resources to support literacy development	4.1 Plan learning environments and activities in advance with the teacher/s
	4.2 Design resources, in consultation with teacher/s, to reinforce literacy skills, while fulfilling curriculum requirements
	4.3 Design resources to suit the developmental level of the students, as determined by the teacher/s

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.

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