



**Australian Government**

**Assessment Requirements for CHCEDS036  
Support the development of literacy and  
oral language skills**

**Release: 1**

# Assessment Requirements for CHCEDS036 Support the development of literacy and oral language skills

## Modification History

Release 1. CHCEDS036 Support the development of literacy and oral language skills supersedes and is not equivalent to CHCEDS005 Support the development of literacy and oral language skills.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate understanding of the literacy requirements of teacher planning documents in two relevant curriculum areas
- implement strategies to provide support to at least two different students as directed by the teacher in each of the following areas:
  - reading
  - writing
  - oral language
- complete required records or reports for at least two students according to organisational procedures.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of education support worker in providing oral language, reading and writing support to students
- organisational policies and procedures for:
  - maintaining confidentiality of student records
  - recording student progress
- aspects of literacy:
  - link between oral language, reading and writing
  - skills required for oral language, reading and writing
  - the use of oral language, reading and writing for different purposes:
    - information
    - enjoyment
    - social
    - instructional
    - cultural
  - literacy for students with English as an additional language

- genres and writing styles:
  - literary texts
  - everyday texts
  - mass-media texts
- accurate spelling, grammar and punctuation
- current curriculum content and associated literacy programs
- strategies that assist to develop students' oral language, reading and writing skills
- communication techniques for use with students and teachers:
  - active listening
  - open questioning
  - providing clear directions and instructions
- processes for monitoring and recording progress.

## Assessment Conditions

Skills must be demonstrated in the workplace:

- support activities with students must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- student information on which support is based
- teacher planning documents
- literacy teaching and learning resources
- documentation templates for student reporting
- organisational policies and procedures for:
  - maintaining confidentiality of student records
  - recording student progress
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations 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>