



Australian Government

CHCEDS043 Support students with English as an additional language

Release: 1

CHCEDS043 Support students with English as an additional language

Modification History

Release 1. CHCEDS043 Support students with English as an additional language supersedes and is equivalent to CHCEDS014 Support students with English as a second language.

Application

This unit describes the performance outcomes, skills and knowledge required to provide and monitor support to students who have English as an additional language (EAL).

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Education support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Facilitate communication between student, school and home.

- 1.1. Use linguistically and culturally appropriate communication to facilitate interactions between student, school and parent/carer/guardian.
- 1.2. Identify communication needs and organise the use of interpreters or translators when required, in consultation with

teacher.

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|---|---|
| 2. Implement English as an Additional Language (EAL) support program. | 2.1. Implement EAL support according to program specifications and student needs as directed by the teacher or support service personnel. |
| | 2.2. Identify and respond to cultural needs in a sensitive and appropriate manner. |
| | 2.3. Maintain student confidentiality according to school policies and procedures. |
| | 2.4. Provide information to school staff and liaise with other professionals according to program guidelines. |
| 3. Monitor student EAL program. | 3.1. Evaluate and report student progress against nominated milestones. |
| | 3.2. Identify, investigate and discuss progress of language acquisition, with the EAL specialist or classroom teacher. |
| | 3.3. Advocate for the student according to their individual needs. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS

DESCRIPTION

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|--------------------------------------|---|
| Writing skills to: | <ul style="list-style-type: none">record information and observations according to organisational procedures. |
| Oral communication skills to: | <ul style="list-style-type: none">interact and engage with students to build rapportuse listening and questioning to seek information and confirm understanding. |
| Problem-solving skills to: | <ul style="list-style-type: none">identify actions to address issues and barriers in a culturally appropriate manner. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none">facilitate understanding of cross-cultural issues and beliefs. |
| Teamwork skills to: | <ul style="list-style-type: none">share information to provide support in line with organisational policies and procedures. |

Unit Mapping Information

Release 1. CHCEDS043 Support students with English as an additional language supersedes and is equivalent to CHCEDS014 Support students with English as a second language.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>