



Australian Government

Assessment Requirements for CHCEDS046 Support student literacy learning

Release: 1

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Modification History

Release 1. CHCEDS046 Support student literacy learning supersedes and is not equivalent to CHCEDS020 Support students' literacy learning.

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:

- contribute to the development and implementation of strategies for two students with differing literacy needs
- support students with each of the following aspects of literacy on at least one occasion:
 - oral communication
 - reading
 - writing
 - spelling
- contribute to the development of two literacy resources with guidance from the teacher.

Knowledge Evidence

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

- differences between the roles and responsibilities of teachers and education support workers
- relationships between spoken language and literacy
- styles of oral communication:
 - formal or informal
 - transactional
 - recounting
 - reciting or reading aloud
 - questioning
- functions of language:
 - informative
 - expressive
 - directive
 - influencing
 - relationship building
- factors affecting acquisition of language skills:

- limited opportunities for practice
- health issues
- socio-economic issues
- home language other than English
- level of confidence
- planned or incidental learning opportunities
- definition of ‘texts’ and types of texts that students need to interpret:
 - literary
 - everyday
 - mass-media
- explicit talk that supports student comprehension
- terminology of literacy as used by supervising teacher
- questioning techniques that scaffold learning and assist students to problem-solve
- language and literacy developmental continuum applicable to primary and secondary students
- support strategies for each of the following:
 - oral language
 - reading
 - spelling
 - writing.

Assessment Conditions

Skills must be demonstrated in the workplace:

- implementation of strategies 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.

Skills related to resource development may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

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

Assessment must ensure access to:

- student information to inform planning
- literacy support resources in the areas of:
 - oral language
 - reading
 - spelling
 - writing
- organisational policies and procedures for support programs

- 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>