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.

Application

This unit describes the performance outcomes, skills and knowledge required to work with teachers to support primary or secondary students to develop literacy skills, including oral language, reading and writing skills. It includes the ability to develop literacy resources.

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. Encourage and model spoken language.	1.1. Identify and use different styles of verbal communication.
	1.2. Demonstrate the correct use and different functions of language in interactions.
	1.3. Monitor student understanding and use of language through observation, listening and conversation, and provide information to teachers to inform planning.
	1.4. Identify progress of language acquisition and discuss with the teacher.
	1.5. Use language appropriate to student 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 for students appropriate to situation, purpose and audience.
2. Support students to read and interpret texts.	2.1. Determine strategies for supporting students to interpret texts in consultation with the teacher.
	2.2. Implement planned strategies to enhance student abilities and address their individual needs.
	2.3. Encourage students to problem-solve to make meaning from texts.
	2.4. Use explicit talk to focus students on specific literacy skills.
3. Enhance student's writing skills.	3.1. Implement strategies devised with teacher to develop student's skills in the use of written language.
	3.2. Use accurate terminology to support student's learning.
	3.3. Use planned strategies to reinforce writing skills across all key learning areas.
	3.4. Encourage students to improve spelling skills using strategies appropriate to student's developmental levels.
	3.5. Support students to plan their writing tasks through demonstration and explanation.
	3.6. Encourage students to reflect on the effectiveness of their writing through use of questioning.
	3.7. Support students to effectively edit their writing through demonstration and provision of opportunities for practice.
4. Contribute to resource development.	4.1. Plan learning environments and activities in advance with the teacher based on individual needs.
	4.2. Contribute ideas for resource design that reinforce literacy skills, while fulfilling curriculum requirements and meet developmental levels.
	4.3. Follow organisational procedures for the production of resources.

Foundation Skills

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

SKILLS	DESCRIPTION
Oral communication skills to:	• interact and engage with students to build rapport and provide encouragement.
Problem-solving skills to:	• provide support to students and determine methods to appropriately scaffold their learning according to their individual ability.
Initiative and enterprise skills to:	• use appropriate support strategies when opportunities arise.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53