



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCEDS308A Support the development of oral language skills**

**Release: 1**

## **CHCEDS308A Support the development of oral language skills**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit focuses on the role of the education support worker assisting students who need additional support to develop their oral language skills

### **Application of the Unit**

#### **Application**

This unit applies to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

1. Provide opportunities to stimulate the students language development

### PERFORMANCE CRITERIA

- 1.1 Provide *opportunities to listen to language* that reflects the age, interests and needs of the student
- 1.2 Use language that is relevant to the student's culture and background
- 1.3 Link language development to all school activities
- 1.4 Select *resources to support language skills* according to criteria established by the teacher and appropriate to the student's age, interests and needs

2. Implement language support program

- 2.1 Provide a language program as directed by the teacher or speech pathologist
- 2.2 Implement language program according to program specifications
- 2.3 Model language that is appropriate to the audience, situation, purpose and place
- 2.4 Use *communication strategies* that include verbal and non-verbal methods
- 2.5 Maintain student confidentiality in accordance with program/school guidelines

**ELEMENT****PERFORMANCE CRITERIA****3. Support student language program**

- 3.1 Extend student's language through conversation, active listening and responding
- 3.2 Encourage students to express their thoughts, feelings and words
- 3.3 Provide opportunities to explore non-verbal forms of communications
- 3.4 Provide *opportunities to interact with others* through language
- 3.5 Determine students' *understanding of language* by listening, observing conversations and questioning
- 3.6 Demonstrate to the student the different *functions of language*

**4. Assist students with specific communication needs**

- 4.1 Identify communication needs in consultation with the classroom teacher
- 4.2 Use alternative communication techniques/strategies as directed
- 4.3 Promote and encourage integration and participation in class activities
- 4.4 Seek specialised assistance wherever required and available

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Areas of language development of a young person e.g. listening, speaking, non-verbal expression, viewing, writing
- Policy, procedure and legislative issues affecting performance
- Implications of cultural issues in the classroom/recreation areas
- Culturally based expectations about communication
- Alternative communication systems

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Stimulate students to speak, taking into account additional language needs, age, development and culture of the student
- Interact in a positive and supportive manner with the students
- Implement a language support program as directed by the teacher or speech language pathologist

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply strategies for developing comprehension and expression in students
- Apply interpersonal skills (e.g. listening and understanding directions, giving clear directions and/or instructions, expressing an opinion, suggesting improvements to strategy/methods for assisting/supporting students and teachers)
- Empathise and be culturally sensitive

## REQUIRED SKILLS AND KNOWLEDGE

- Use teamwork skills - working with teachers and students
- Complete a sequence of tasks/activities given direction and support from the teacher
- Interpret information from written and/or verbal directions
- Problem-solve by choosing appropriate responses, identifying problems, consulting with personnel
- Manage time effectively

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Assessment requires access to a range of opportunities defined in the Range Statement, including:
    - appropriate workplace where assessment can take place
    - simulation of realistic workplace environment for assessment
    - relevant school/centre policy, protocols and procedures
    - educational materials

## EVIDENCE GUIDE

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.



**RANGE STATEMENT**

*Opportunities to listen to language may include:*

- Rhymes, poems, stories
- Language games
- Music
- Dramatic play
- Film, video, television
- Everyday conversations
- Discussions
- Transactions
  - greetings
  - shopping
  - directions
  - instructions

*Resources to support language skills may include:*

- Materials that stimulate verbal response
- Materials that extend understanding of vocabulary
- Pictures, poster, displays
- Books: fiction, non-fiction, picture
- Magazines, newspapers, comic books
- Bilingual charts, books
- Interesting objects
- Spoken word tapes
- Songs

## RANGE STATEMENT

*Communication strategies may include:*

- Verbal and written communication
  - phrases and jargon that the student uses
  - naming used by family or friends/peers
  - language specific to an area of the student's interest e.g. football/fashion
  - language suitable for the student's age and level of comprehension
  - language appropriate to each particular situation
  - language that takes into account additional learning needs
  - group or individual discussions
  - listening to informal conversation/chatting
  - volume to suit situation and audience size
  - intonation
  - articulation
  - pronunciation
  - tone of voice
  - awareness of word order patterns in Standard Australian English
- Non-verbal communication
  - working at the same level as the student e.g. sitting at the student's desk or on the floor
  - proximity to the student
  - eye contact/no eye contact
  - body language
  - facial expression

**RANGE STATEMENT**

*Opportunities to interact with others include:*

- Reading stories/books/poetry/rhymes aloud
- Reading stories/books that contain references to familiar objects or topics of interest to the student
- Labelling objects and speaking in simple sentences
- Responding with clear and simple answers
- Involving student in songs, rhymes, poetry, plays and jokes
- Involving the student in one-on-one conversations
- Encouraging students to talk about what they are doing, what they like, how they feel
- Encouraging students to ask questions to gather information
- Encouraging participation in group discussions
- Providing opportunities for the student to speak in public and privately, with other students and adults

*Understanding of language refers to:*

- Age and stage of development of the student
- The situation (formal, informal)

*Functions of language may include:*

- Informative - communicating information
- Expressive - communicating or generating feelings and emotions
- Directive - giving instructions or asking questions that will elicit an action/response

**Unit Sector(s)**

Not Applicable