Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS423A Assist in production of language resources

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCEDS423A Assist in production of language resources

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit deals with the skills and knowledge required by education support workers to assist a teacher in the development and production of language resources to assist students learning where English is a second language

Application of the Unit

Application	This unit applies to work undertaken with students where English is a second language and education support work involves the development of learning resources with appropriate guidance, support and supervision by a nominated teacher or other education professional

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Community Services and Health Industry Skills Council

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	PERFORMANCE CRITERIA
1. Identify a range of language resources in conjunction with teacher	1.1 Research and identify different types of language resources which can be used to present words and/or sentences for learning
	1.2 Identify *existing language sources* in the community which can be used for assisting the development of resources
	1.3 Identify any additional language resources required for use in learning activities
2. Plan for the development of language learning resources in conjunction with teacher	2.1 Identify the *intended audience* and purpose of language resources
	2.2 Establish the *type and form of language resource* required to meet specific learning needs
	2.3 Access a range of sources for the development of the language resources
	2.4 Demonstrate respect for *community protocols* and ownership of language in the development of language resources
	2.5 Plan for the development of identified language resources

Community Services and Health Industry Skills Council

ELEMENT	PERFORMANCE CRITERIA
3. Assist teacher to produce language resources	3.1 Use *appropriate technology and equipment* to produce language resources
	3.2 Consult with students, teachers and community members in the production of language resources to ensure protocols are maintained
	3.3 Produce language resources in accordance with organisation guidelines for resource production
	3.4 Evaluate the effectiveness of language resources in consultation with students, teachers and community members

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:

- Community languages and dialect variations in community of work
- Community protocols for researching and using languages in the community
- Guidelines and procedures for development and production of learning resources
- Evaluation strategies involving stakeholder participation

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Engage with students and communities where English is not the first language
- Demonstrate respect for language ownership in communities where required
- Apply an understanding of community protocols for accessing information for language resource development
- Recognise suitable technologies to the development of resources

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:

- Implement strategies for valuing and celebrating diversity and inclusivity
- Support the and encourage the contributions of stakeholders in the development of resources
- Problem solve for managing specific projects
- Communicate ideas and strategies to people of non English speaking background
- Demonstrate commitment respecting the importance of traditional languages

REQUIRED SKILLS AND KNOWLEDGE

- Use a range of equipment for the production of a range of resources

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions - Assessment must demonstrate consistency of application of skills and knowledge described in this unit of competency
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

EVIDENCE GUIDE

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 • Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
Method of assessment:	• Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Existing language sources may include:	• Elders • Community custodians • Fluent speakers of the language • Documents written in the language • Internet sources • Library
Intended audience may include:	• Students of all ages • Language learners • Language tutors • Language teachers • Community members

RANGE STATEMENT

Type and form of language resource may include:	• Posters • Cards • Audio tapes • Books • Visual media forms

Purpose for resource development may include:	• Language learning
	• Use in a range of learning activities including:
	    • reading
	    • writing
	    • numeracy
	• Passing on oral histories
	• Language maintenance projects
	• Maintaining culture
	• Supporting diversity in the community or education environment

Community protocols may include:	• Discussing content of intended resources with one or several:
	    • elders
	    • community council members
	    • custodians
	    • language committee members
	    • clan leaders
	• Obtaining permission to develop language resources
	• Discussing language ownership issues

Appropriate technology and equipment may include:	• CD Rom • Disks • DAT recorder • Video camera • Computer • Cameras • Internet • Desk top publishing software • Language teaching computer games

Unit Sector(s)

Not Applicable