



Australian Government

CHCEDS014 Support students with English as a second language

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to provide support to students who have English as a second language (ESL).

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

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Facilitate communication between the student, the school and home

- 1.1 Provide assistance with interactions between the student, the school and the parent/carer/guardian
- 1.2 Identify communication barriers and organise the use of interpreters/translators when necessary, in

ELEMENT**PERFORMANCE CRITERIA**

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consultation with teacher

2. Implement an English as a Second Language (ESL) support program

2.1 Provide an ESL support program as directed by the teacher or support service personnel

2.2 Implement ESL support according to program specifications and student needs

2.3 Provide individual support to ESL students

2.4 Perform ESL support tasks in classroom or group activities

2.5 Maintain student confidentiality according to program/school guidelines

2.6 Provide information to school staff and liaise with other professionals when required

3. Support student ESL program

3.1 Investigate and discuss factors affecting language acquisition, with the ESL specialist and/or classroom teacher

3.2 Identify and deal with cultural issues in a sensitive and appropriate manner

3.3 Advocate for the student as necessary

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential

operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

English as a Second
Language (ESL) in this
unit means:

- English as an Additional Language or Dialect (EALD)
- English Language Dialect (ELD)
- English for Speakers of Other Languages (ESOL).

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCEDS014 Support students with English as a second language

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- facilitated communication between the student, the school and home under the direction of a teacher at least twice, including:
 - identifying communication barriers and organising interpreters/translators where necessary
 - providing assistance as required
- implemented an ESL support program as directed by the teacher or under the guidance of a support officer, including:
 - providing individual support to at least three ESL students
 - performing ESL support tasks in classroom or group activities
 - identifying and discussing factors affecting language acquisition with teacher
 - identifying and handling cultural issues
- assisted at least two students in gaining English language skills.

Knowledge Evidence

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:

- means by which students acquire English language skills
- factors affecting language acquisition
- immigration issues including common responses to and symptoms of ‘culture shock’
- implications of cultural issues in the classroom
- a range of effective communication techniques.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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