



**Australian Government**

# **CHCEDS020 Support students' literacy learning**

**Release: 2**

## CHCEDS020 Support students' literacy learning

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                          |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | Updated: <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> 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.<br><br>Significant changes to elements and performance criteria.<br><br>New evidence requirements for assessment. |

### Application

This unit describes the skills and knowledge required by education support workers to work with teachers to support students in pre-primary, primary and secondary to develop literacy skills, including oral language, reading and writing skills.

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce literacy skills across the curriculum and to support students during various phases in the acquisition of literacy competence.

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. Encourage and model spoken | 1.1 Identify and use a variety of styles of verbal |
|-------------------------------|----------------------------------------------------|

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

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

language

communication

1.2 Demonstrate the different functions of language in interactions

1.3 Monitor students' understanding and use of language through observation, listening and conversation, and provide information to teachers to inform planning

1.4 Identify factors affecting language acquisition and discuss with the teacher/s

1.5 Use language appropriate to students' 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 appropriate to the situation, the purpose and the audience for students

2. Support students to read and interpret texts

2.1 Determine strategies for supporting students in the interpretation of texts in consultation with the teacher/s

2.2 Implement planned strategies to enhance the abilities of students and address their individual needs

2.3 Encourage students to problem-solve in order to make meaning from texts

2.4 Use explicit talk to focus students on specific literacy skills

3. Enhance students' literacy skills through writing activities

3.1 Use accurate terminology, as planned with teacher/s, to support students' learning

3.2 Implement strategies devised with teacher/s to develop students' skills in the use of written language

3.3 Use planned strategies to reinforce literacy skills across all key learning areas

3.4 Encourage students to improve spelling skills using strategies appropriate to students' developmental levels

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

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

- 3.5 Support students to plan their writing tasks
- 3.6 Encourage students to critically reflect on the effectiveness of their writing
- 3.7 Support students to effectively edit their writing

4. Design resources to support literacy development

- 4.1 Plan learning environments and activities in advance with the teacher/s
- 4.2 Design resources, in consultation with teacher/s, to reinforce literacy skills, while fulfilling curriculum requirements
- 4.3 Design resources to suit the developmental level of the students, as determined by the teacher/s

**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.

**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 CHCEDS020 Support students' literacy learning

### Modification History

| Release   | Comments                                                                                                                                                                                                                                                                  |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Release 2 | Updated: <ul style="list-style-type: none"><li>• assessor requirements statement</li><li>• foundation skills lead in statement</li><li>• licensing statement</li><li>• modification history to reflect 2012 standards</li></ul> 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.<br>Significant changes to elements and performance criteria.<br>New evidence requirements for assessment. |

### 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 at least once:

- used a range of strategies to support students with acquisition of literacy skills and knowledge
- adapted spoken language to meet the needs of students and learning programs
- applied knowledge of stages of development in language and literacy
- used specific strategies to scaffold student learning as directed by a teacher.

### 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 work role.

These include knowledge of:

- relationships between spoken language and literacy
- definition of 'texts' and range of texts that students need to interpret
- explicit talk to support student comprehension
- terminology of literacy as used by supervising teacher/s
- questioning techniques that scaffold learning and assist students to problem-solve
- language and literacy developmental continuum appropriate to the students being supported
- differences between the roles and responsibilities of teachers and education support workers.

## 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.

## Links

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