



Australian Government

Assessment Requirements for CHCEDS036 Support the development of literacy and oral language skills

Release: 1

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Modification History

Release 1. CHCEDS036 Support the development of literacy and oral language skills supersedes and is not equivalent to CHCEDS005 Support the development of literacy and oral language skills.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate understanding of the literacy requirements of teacher planning documents in two relevant curriculum areas
- implement strategies to provide support to at least two different students as directed by the teacher in each of the following areas:
 - reading
 - writing
 - oral language
- complete required records or reports for at least two students according to organisational procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of education support worker in providing oral language, reading and writing support to students
- organisational policies and procedures for:
 - maintaining confidentiality of student records
 - recording student progress
- aspects of literacy:
 - link between oral language, reading and writing
 - skills required for oral language, reading and writing
 - the use of oral language, reading and writing for different purposes:
 - information
 - enjoyment
 - social
 - instructional
 - cultural
 - literacy for students with English as an additional language

- genres and writing styles:
 - literary texts
 - everyday texts
 - mass-media texts
- accurate spelling, grammar and punctuation
- current curriculum content and associated literacy programs
- strategies that assist to develop students' oral language, reading and writing skills
- communication techniques for use with students and teachers:
 - active listening
 - open questioning
 - providing clear directions and instructions
- processes for monitoring and recording progress.

Assessment Conditions

Skills must be demonstrated in the workplace:

- support activities with students must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- student information on which support is based
- teacher planning documents
- literacy teaching and learning resources
- documentation templates for student reporting
- organisational policies and procedures for:
 - maintaining confidentiality of student records
 - recording student progress
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations 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>