



Australian Government

Department of Education, Employment and Workplace Relations

CHCEDS503A Support the development of literacy skills

Release: 1

CHCEDS503A Support the development of literacy skills

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit deals with the skills and knowledge required by education support workers to provide high level support to students and teachers in all aspects of literacy including the ability to develop resources that will reinforce literacy skills across the curriculum

Application of the Unit

Application

This unit is intended for education support workers providing assistance to students in all phases of learning who need additional support with general literacy

This unit applies to work 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

PERFORMANCE CRITERIA

1. Provide opportunities to stimulate the student's language development

- 1.1 Provide *opportunities to listen to language* that reflects the age interests and needs of the student
- 1.2 Use language relevant to the students culture, age, abilities, interests, and needs
- 1.3 Link the development of language skills to all school activities
- 1.4 Select *resources and strategies* to support language skills according to criteria established by the teacher and ensure they are appropriate for age, abilities, interests and needs

2. Implement a language support program

- 2.1 Provide a language program according to program specifications , and as directed by, the teacher, speech pathologist or other specialist
- 2.2 Model language which is appropriate to the audience, the situation, purpose and place
- 2.3 Use verbal and non-verbal *communication methods*
- 2.4 Maintain student confidentiality according to program/school guidelines

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 3. Support the student language program | <ul style="list-style-type: none">3.1 Extend student competence through conversations, active listening and responding3.2 Encourage students to express their thoughts and feelings and words3.3 Provide <i>opportunities for students to explore forms of non-verbal communication</i>3.4 Provide <i>opportunities for students to interact with others through language</i>3.5 Monitor students <i>understanding and use of language</i> through listening and conversation to assist teachers with planning3.6 Demonstrate the different <i>functions of language</i> in interactions with the student3.7 Use <i>explicit talk</i> to <i>scaffold learning</i> |
| 4. Assist students with <i>specific communication needs</i> as required | <ul style="list-style-type: none">4.1 Identify <i>specific communication needs</i> of the student in consultation with the teacher4.2 Use alternate communication strategies or techniques according to directions from the teacher4.3 Promote and encourage integrations and participation in class activities4.4 Identify and use <i>specialist assistance</i> when required in supporting students |
| 5. Identify what students do when they read and write | <ul style="list-style-type: none">5.1 Identify the <i>generic skills and knowledge required by students to make meaning of texts</i>5.2 Recognise the <i>links between reading and writing</i>5.3 Identify and use various <i>genre</i> that may be read5.4 Recognise <i>reading and writing processes</i> according to teacher specifications and the level of student ability5.5 Select texts for specific purposes according to criteria developed by the teacher |

ELEMENT**PERFORMANCE CRITERIA****6. Implement a reading and/or writing support program**

- 6.1 Implement the reading and/or writing program as directed by the teacher
- 6.2 Keep a *record of student reading* and/or writing as directed by the teacher and using established systems of the education organisation
- 6.3 Create optimum conditions for student development of specific writing skills with guidance from teachers
- 6.4 Support student learning using accurate terminology as planned with teachers

7. Support student reading and/or writing program

- 7.1 Support individual student needs using reading support strategies including explicit talk
- 7.2 Implement support procedures for students according to reader program and teacher requirements
- 7.3 Report student reading and/or writing progress regularly to teachers as part of evaluation process
- 7.4 Determine support strategies to accommodate the students writing and/or reading ability according to teacher guidelines
- 7.5 Enhance the writing process by using the relationship between reading experiences and writing
- 7.6 Support students to plan their writing tasks

8. Support accurate use of spelling, grammar and punctuation

- 8.1 Encourage students to critically reflect on the effectiveness of their writing
- 8.2 Demonstrate and encourage the use of *resources to provide guidance* in writing
- 8.3 Use strategies to support the student according to teacher evaluation of student needs

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 across the chronological periods associated with schools and other learning environments
- Policy procedures and other legislation affecting performance as education support workers
- Culturally based expectations about communication
- Understanding of the support required by developing readers and a range of strategies that can be used to encourage independent and purposeful reading
- Roles and responsibilities of education support workers and teachers in providing literacy support to students
- A range of effective communication strategies for use with students and teachers
- The relationship between reading and writing
- How to apply appropriate strategies to develop students writing
- Purpose of formative and diagnostic assessment
- Genres and writing styles

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Stimulate students to speak, taking into account development and culture of the students
- Interact in a positive and supportive manner with students
- Implement a literacy support program as directed by the teacher
- Identify what readers do when they read
- Identify the relationship between reading and writing
- Complete records accurately
- Select texts appropriate to teacher and student needs

REQUIRED SKILLS AND KNOWLEDGE

- Implement writing support strategies

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 developing comprehension and expression
- Use communication strategies for students with additional needs
- Demonstrate empathy and cultural sensitivity when responding to students
- Manage cross cultural issues and beliefs
- Complete sequence of routine tasks given direction and support from the teacher
- Interpret information from written and/or oral directions
- Apply problem solving to choosing appropriate responses, identifying problems, consulting with appropriate personnel
- Demonstrate interpersonal communication
- Use time management to support students as directed by the teacher
- Use grammar, correct spelling and punctuation

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

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
 - Resources required for assessment include access to:
 - relevant workplace or simulated realistic workplace setting where assessment may take place
 - students in a literacy program
 - literacy terminology used in the education environment
- 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.

Opportunities to listen to language may include:

- Stories
- Language games
- Music
- Dramatic play
- Film, video, television
- Everyday conversations
- Discussions
- Transactions (greetings, directions, instructions)

RANGE STATEMENT

Resources and strategies to support language skills may include:

- Materials that stimulate verbal response
- Materials that extend understanding of vocabulary
- Pictures, posters and displays
- Books
- Magazines, newspaper, comic books
- Bilingual charts, books
- Interesting objects, spoken word tapes
- Songs
- Assisting with preparation of class work for students
- Providing technology support
- Provide planned level of support for tasks with the student
- Checking students comprehension
- Assist student to work at their optimal pace
- Repeat and/or clarify directions for students if needed
- Provide a summary of the lesson
- Provide basic instructions to the student
- Assist students to find appropriate research sources
- Support students in preparation of oral tasks
- Set up and prepare for practical tasks/activities
- Explaining school/class notices

Communication methods may include:

- Verbal and written communication:
 - phrases and jargon used by the student
 - naming used by family or friends
 - language suitable for the students age and level of competence
 - informal conversations
 - intonation
 - language appropriate for communicating with people with learning needs and/or specific disabilities
- Non-verbal communication:
 - working at the same level as the student
 - proximity to the student
 - eye contact
 - facial expression
 - care and cultural respect considerations

RANGE STATEMENT

Opportunities for students to explore forms of non-verbal communication may include:

- Mime
- Gestures
- Sign language
- Proximity
- Eye contact
- Body language facial expression
- Tone of voice

Opportunities for students to interact with others through language may include:

- Reading out loud
- Reading texts that contain reference to familiar objects or topics
- Language is extended by labelling objects and then using simple sentences
- Respond to questions in clear simple answers
- Involve the student in song, rhymes, poetry, plays
- One on one conversations with the student
- Encourage students to ask questions to increase understanding
- Encourage participation in group discussions

Understanding and use of language may vary according to:

- Student age
- Student stage of development
- The context
- Confirmation of understanding is monitored by using repetition
- Reflection is encouraged by questioning, listening and comprehension activities
- Humour is used and encouraged
- Content can be accessed from a range of sources and collated in a logical sequence
- Computers are used to write, edit and publish

Functions of language include:

- Informative: the communication of information
- Expressive: reports feelings of attitudes of the writer, speaker or subject to evoke feelings in the reader
- Directive: language used for the purpose of causing or preventing overt actions

RANGE STATEMENT

Explicit talk may include speaking aloud about:

- Thinking processes involved in constructing communication
- Open ended questions about meaning and alternative ways to convey meaning
- Structure of a sentence
- Purpose of language used
- Effectiveness of language used
- Processes used to work out the spelling of words
- How words are broken into syllables to aid spelling
- Relating to the unknown
- Specific strategies devised for specific purposes in consultation with teachers

Scaffold learning involves providing temporary support to students to enable their progress toward independent thinking and learning

It may include:

- Relating new knowledge to students current knowledge
- Breaking new information into smaller chunks
- Approaching new information in a familiar way
- Encouraging students to concentrate on new information
- Providing achievable challenges
- Reinforcing attempts to use new information
- Encouraging repeated use of new information to achieve automaticity

Specific communication needs may include:

- Needs related to the development stage of the student
- Needs related to disability
- Needs arising from a different first language

Specialist assistance may include:

- Speech/language pathologist
- Advisory visiting teachers
- Medical personnel

RANGE STATEMENT

Generic skills and knowledge required by students to make meaning of texts may include:

- Comprehend and use the language system of the text
- Access the text
- Knowledge that specific text types have their own generic structure
- Understand that all texts convey information
- Understand that texts are created and read for specific personal, special, scientific, cultural and aesthetic purposes

Genre may include:

- Literary texts
- Everyday texts
- Mass media texts

Reading and writing processes may include:

- Using cues
- Non visual information
- Visual information
- Predicting
- Checking
- Confirming
- Correcting

Purposes for which readers may read may include:

- Access information
- Enjoy specific use of words
- Appreciate a new perspective
- Confirm understanding
- Obtain instructions
- Enjoy
- Provoke imagination
- Discuss the text with others
- Social purposes

Record of student reading may include:

- Running records
- Schedules
- Reading ages from standardised texts

RANGE STATEMENT

Links between reading and writing may include:

- Experience with various texts as a reader provides model for use as a writer
- Visual models of pages, paragraphs, sentences gleaned from reading various materials helps develop skills to structure own writing
- Reading aloud or listening to texts develops a sense of rhythm of language that can be used to test the effectiveness of own writing
- Effectiveness of different genres is demonstrated by reading examples of each
- Ways in which words are combined to make meaning are demonstrated as students construct meaning from text
- Exploration of the use of alternative effects such as visual images on the creation of meaning in a text

Writing resources may include:

- Beginning writers record of independent writing
- Record of spelling words for beginning writers
- Record of spelling words for developing writers
- Annotated collection of writing samples

Resources to provide guidance may include:

- Dictionary
- Spell checker
- Thesaurus
- Encyclopaedia
- Exemplar texts from a range selected by the teacher

Unit Sector(s)

Not Applicable