

UNIT CODE	CHCEDS046
UNIT TITLE	Support student literacy learning
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to work with teachers to support primary and secondary students to develop literacy skills, including oral language, reading and writing skills. It includes the ability to develop literacy resources.</p> <p>The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in classroom settings in schools, with students aged between five and 18 years, but may also work in other education settings within the community.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Encourage and model spoken language.	1.1 Identify and use different styles of verbal communication. 1.2 Demonstrate the correct use and 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. 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.	<p>2.1 Determine strategies for supporting students in the interpretation of texts in consultation with the teacher.</p> <p>2.2 Implement planned strategies to enhance the abilities of students and address their individual needs.</p> <p>2.3 Encourage students to problem-solve in order to make meaning from texts.</p> <p>2.4 Use explicit talk to focus students on specific literacy skills.</p>
3. Enhance students' writing skills.	<p>3.1 Use accurate terminology, as planned with teacher, to support students' learning.</p> <p>3.2 Implement strategies devised with teacher to develop students' skills in the use of written language.</p> <p>3.3 Use planned strategies to reinforce literacy skills across all key learning areas.</p> <p>3.4 Encourage students to improve spelling skills using strategies appropriate to students' developmental levels.</p> <p>3.5 Support students to plan their writing tasks through demonstration and explanation.</p> <p>3.6 Encourage students to critically reflect on the effectiveness of their writing through use of questioning.</p> <p>3.7 Support students to effectively edit their writing through demonstration and provision of opportunities for practice.</p>
4. Contribute to resource development.	<p>4.1 Plan learning environments and activities in advance with the teacher based on individual needs.</p> <p>4.2 Contribute ideas for resource design that reinforce literacy skills, while fulfilling curriculum requirements and meet developmental levels.</p> <p>4.3 Follow organisational procedures for the production of resources.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> Comprehend content of teacher planning documents.
Oral communication skills to:	<ul style="list-style-type: none"> Interact with and engage students to build rapport and encourage.
Problem-solving skills to:	<ul style="list-style-type: none"> Provide support to students and determine methods to appropriately scaffold their learning according to their individual ability.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> Use appropriate support strategies when opportunities arise.
UNIT MAPPING INFORMATION	CHCEDS020 Support students' literacy learning

LINKS	
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TITLE	Assessment Requirements for CHCEDS046 Support students' literacy learning.
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ contribute to the development and implementation of strategies for two students with differing literacy needs ■ support students with all of the following aspects of literacy: <ul style="list-style-type: none"> ○ oral communication ○ reading ○ writing ○ spelling ■ develop two literacy resources with guidance from the teacher.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ differences between the roles and responsibilities of teachers and education support workers ■ relationships between spoken language and literacy ■ styles of verbal communication: <ul style="list-style-type: none"> ◦ formal or informal ◦ transactional ◦ recounting ◦ reciting or reading aloud ◦ questioning ■ functions of language: <ul style="list-style-type: none"> ◦ informative ◦ expressive ◦ directive ◦ influencing ◦ relationship building ■ factors affecting acquisition of language skills: <ul style="list-style-type: none"> ◦ limited opportunities for practice ◦ health issues ◦ socio-economic issues ◦ home language other than English ◦ level of confidence ◦ planned or incidental learning opportunities ■ definition of 'texts' and types of texts that students need to interpret: <ul style="list-style-type: none"> ◦ literary ◦ everyday ◦ mass-media ■ explicit talk that supports student comprehension ■ terminology of literacy as used by supervising teacher ■ questioning techniques that scaffold learning and assist students to problem-solve ■ language and literacy developmental continuum applicable to primary and secondary students ■ support strategies for each of the following: <ul style="list-style-type: none"> ◦ oral language ◦ reading ◦ spelling ◦ writing.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> ■ implementation of strategies 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. <p>Skills related to resource development may be demonstrated outside of the workplace.</p> <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ student information to inform planning ■ curriculum information ■ literacy support resources in the areas of: <ul style="list-style-type: none"> ○ oral language ○ reading ○ spelling ○ writing ■ organisational policies and procedures for support programs ■ students in an educational organisation ■ colleagues for guidance and collaboration. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	