UNIT CODE	**CHCEDS053**
UNIT TITLE	**Assist in production of language resources**
APPLICATION	This unit describes the performance outcomes, skills and knowledge required to identify resource requirements, plan development and create content for language resources to assist students' learning where English is a second language.
	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.
	The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify resource requirements.	1.1 Identify the intended audience and purpose of language resources. 1.2 Research and identify different types of language resources which can be used to present words and/or sentences for learning based on teacher guidance. 1.3 Identify existing language sources in the community which can be used for assisting the development of resources. 1.4 Source any additional language resources required for use in learning activities. 1.5 Confirm suitability of research outcomes with teacher.

2. Plan language learning resources.	2.1 Establish the type and form of language resource required to meet specific learning needs with guidance from teacher. 2.2 Identify and access credible sources for the development of the language resources. 2.3 Demonstrate respect for community protocols and ownership of language in the development of language resources. 2.4 Schedule and organise timely and realistic development process with guidance from teacher.
3. Contribute to resource production.	3.1 Draft coherent and correct content for language resources according to teacher direction. 3.2 Consult with students, teachers and community members in the production of language resources to ensure protocols are maintained. 3.3 Produce language resources according to organisational guidelines for resource production. 3.4 Evaluate the effectiveness of language resources by seeking feedback from students, teachers and community members.

FOUNDATION SKILLS	
Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.	
SKILLS	**DESCRIPTION**
Oral communication skills to:	■ Use listening and questioning to seek information and confirm understanding.
Numeracy skills to:	■ Interpret numerical information in relation to timeframes.
UNIT MAPPING INFORMATION	CHCEDS028 Assist in production of language resources
LINKS	

TITLE	**Assessment Requirements for CHCEDS053 Assist in production of language resources.**

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:
	
	■ research resource requirements for two different audiences or purposes
	■ produce two language resources according to organisational standards using correct:
	  ○ grammar
	  ○ spelling
	  ○ punctuation.

KNOWLEDGE EVIDENCE	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: ■ sources of existing language resources ■ community languages and dialect variations in work community ■ community protocols for researching and using languages in the community ■ issues associated with language ownership in communities ■ organisational guidelines and procedures for development and production of learning resources ■ technologies used for resource development and their key features ■ evaluation and feedback strategies.

ASSESSMENT CONDITIONS	Skills must be demonstrated in the workplace: ■ performance evidence may be collected through authenticated third-party reports and must be supplemented by other forms of evidence. Skills related to research and resource development may be demonstrated outside of the workplace. Interactions with students must be supervised by a teacher or other educational professional. Assessment must ensure access to: ■ student information to inform planning ■ language teaching and learning resources ■ organisational guidelines and procedures for resource production ■ students in an educational organisation for whom English is not their native language ■ colleagues for guidance and collaboration. Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

LINKS	