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| UNIT CODE | CHCEDS043 |
| UNIT TITLE | Support students with English as an additional language |
| APPLICATION | <p>This unit describes the performance outcomes skills and knowledge required to provide and monitor support to students who have English as an additional language (EAL).</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 |
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| <i>Elements describe the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Facilitate communication between the student, the school and home. | 1.1 Use linguistically and culturally appropriate communication to facilitate interactions between the student, the school and the parent/carer/guardian. 1.2 Identify communication barriers and organise the use of interpreters/translators when required, in consultation with teacher. |
| 2. Implement an English as an Additional Language (EAL) support program. | 2.1 Implement EAL support according to program specifications and student needs as directed by the teacher or support service personnel. 2.2 Identify and deal with cultural issues in a sensitive and appropriate manner. 2.3 Maintain student confidentiality according to program/school guidelines. 2.4 Provide information to school staff and liaise with other professionals according to program guidelines. |

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| 3. Monitor student EAL program. | <p>3.1 Check student progress against nominated milestones.</p> <p>3.2 Identify, investigate and discuss factors affecting language acquisition, with the EAL specialist and/or classroom teacher based on student progress.</p> <p>3.3 Advocate for the student in English according to the wishes of the student and parent/carer/guardian.</p> |
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| 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. |
| Writing skills to: | <ul style="list-style-type: none"> ■ Record information and observations according to organisational procedures. |
| Oral communication skills to: | <ul style="list-style-type: none"> ■ Interact and engage with students to build rapport ■ Use listening and questioning to seek information and confirm understanding. |
| Problem-solving skills to: | <ul style="list-style-type: none"> ■ Identify actions to address issues and barriers in a culturally appropriate manner. |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> ■ Facilitate understanding of cross-cultural issues and beliefs. |
| Teamwork skills to: | <ul style="list-style-type: none"> ■ Share information to provide support in line with organisational policies and procedures. |
| UNIT MAPPING INFORMATION | CHCEDS014 Support students with English as a second language |
| LINKS | |

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| TITLE | Assessment Requirements for CHCEDS043 Support students with English as an additional language. |
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| <p>PERFORMANCE EVIDENCE</p> | <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"> ■ facilitate interaction between the student, the school and home under the direction of a teacher and using appropriate communication on two occasions ■ implement an EAL support program for three different students ■ supported EAL programs in both of the following contexts: <ul style="list-style-type: none"> ○ providing individual student support ○ providing support to a group of students. |
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| <p>KNOWLEDGE EVIDENCE</p> | <p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ features of EAL programs and how they are delivered ■ stages by which students acquire English language skills <ul style="list-style-type: none"> ○ awareness of English language ○ development of vocabulary ○ producing words and sentences to communicate ○ building fluency ■ support strategies and their use: <ul style="list-style-type: none"> ○ modelling of oral communication ○ reading support ○ reviewing work ■ factors affecting language acquisition: <ul style="list-style-type: none"> ○ limited opportunities for practice ○ cultural issues ○ health issues ■ immigration issues, common indicators and responses: <ul style="list-style-type: none"> ○ culture-shock ○ post-traumatic stress ○ integration issues ○ lack of security ■ potential implications of cultural issues in the classroom and responses ■ communication techniques and their specific application to interaction with people for whom English is an additional language. |
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| <p>ASSESSMENT CONDITIONS</p> | <p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> ■ implementation of programs 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>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 ■ EAL program specifications ■ teaching and learning resources ■ organisational policies and procedures ■ students in an educational organisation (both individuals and groups) for whom English is not their native language ■ colleagues for guidance and collaboration. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p> |
| <p>LINKS</p> | |