

<b>UNIT CODE</b>	<b>CHCEDS036</b>
<b>UNIT TITLE</b>	<b>Support the development of literacy and oral language skills</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes skills and knowledge required to establish program guidelines, provide support, and monitor progress when working with students who need additional support with their reading, writing and oral language skills.</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 with students in classroom settings in primary and secondary schools, as defined by state and territory legislation.</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>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Education Support
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Work within guidelines for a literacy program.	1.1 Read interpret current teacher planning documents in relation to literacy curriculum. 1.2 Identify and access current literacy programs. 1.3 Identify and follow agreed recording systems as developed by the teacher. 1.4 Work within structure and guidelines of literacy program as directed by the teacher. 1.5 Select and modify resources that support literacy programs based on student needs. 1.6 Follow confidentiality procedures when handling student records.

2. Provide literacy support.	<p>2.1 Use strategies that support literacy program and individual student needs as directed by teacher.</p> <p>2.2 Encourage and support students to become independent, literate learners through positive feedback.</p> <p>2.3 Support the accurate use of literacy conventions and processes through demonstration and opportunities for practice.</p> <p>2.4 Use communication techniques that support effective interaction and learning.</p> <p>2.5 Accurately record student progress according to organisational policies and procedures.</p>
3. Monitor progress.	<p>3.1 Evaluate literacy progress against program criteria.</p> <p>3.2 Provide feedback and evaluation of student progress to teacher.</p> <p>3.3 Review and adjust strategies based on monitoring and guidance from teacher.</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"> <li>Comprehend content of teacher planning documents.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>Record information and observations according to organisational procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>Interact with and engage students to build rapport.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>Use computers and digital media to record, monitor and report on student progress according to organisational procedures.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCEDS036 Support the development of literacy and oral language skills.</b>
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<b>PERFORMANCE EVIDENCE</b>	<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"> <li>■ demonstrate understanding of the literacy requirements of teacher planning documents in two relevant curriculum areas</li> <li>■ implement support strategies to provide support to at least two different students as directed by the teacher in all of the following areas: <ul style="list-style-type: none"> <li>○ reading</li> <li>○ writing</li> <li>○ oral language</li> </ul> </li> <li>■ complete required records or reports for at least two students according to organisational procedures.</li> </ul>
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<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ role of education support worker in providing oral language, reading and writing support to students</li> <li>■ aspects of literacy: <ul style="list-style-type: none"> <li>○ link between oral language, reading and writing</li> <li>○ skills required for oral language, reading and writing</li> <li>○ the use of oral language, reading and writing for different purposes <ul style="list-style-type: none"> <li>● information</li> <li>● enjoyment</li> <li>● social</li> <li>● instructional</li> <li>● cultural</li> </ul> </li> <li>○ literacy for students with English as an additional language</li> </ul> </li> <li>■ genres and writing styles <ul style="list-style-type: none"> <li>○ literary texts</li> <li>○ everyday texts</li> <li>○ mass-media texts</li> </ul> </li> <li>■ accurate spelling, grammar and punctuation</li> <li>■ current curriculum content and associated literacy programs</li> <li>■ strategies that assist to develop students' oral language, reading and writing skills</li> <li>■ communication techniques for use with students and teachers <ul style="list-style-type: none"> <li>○ active listening</li> <li>○ open questioning</li> <li>○ providing clear directions and/or instructions</li> </ul> </li> <li>■ processes for monitoring and recording progress.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace:</p> <ul style="list-style-type: none"> <li>■ support activities with students must be directly observed by the assessor on at least one occasion</li> <li>■ remaining performance evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence.</li> </ul> <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"> <li>■ student information on which support is based</li> <li>■ teacher planning documents</li> <li>■ literacy teaching and learning resources</li> <li>■ documentation templates for student reporting</li> <li>■ organisational policies and procedures</li> <li>■ students in a school</li> <li>■ colleagues for guidance and collaboration.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	