

CHCEDS308A Support the development of oral language skills

This unit focuses on the role of the education support worker assisting students who need additional support to develop their oral language skills

The required skills and competencies apply to education support work in a variety of contexts and work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Provide opportunities to stimulate the students language development	<ul style="list-style-type: none">1.1 Provide <i>opportunities to listen to language</i> that reflects the age, interests and needs of the student1.2 Use language that is relevant to the student's culture and background1.3 Link language development to all school activities1.4 Select <i>resources to support language skills</i> according to criteria established by the teacher and appropriate to the student's age, interests and needs
2. Implement language support program	<ul style="list-style-type: none">2.1 Provide a language program as directed by the teacher or speech pathologist2.2 Implement language program according to program specifications2.3 Model language that is appropriate to the audience, situation, purpose and place2.4 Use <i>communication strategies</i> that include verbal and non-verbal methods2.5 Maintain student confidentiality in accordance with program/school guidelines
3. Support student language program	<ul style="list-style-type: none">3.1 Extend student's language through conversation, active listening and responding3.2 Encourage students to express their thoughts, feelings and words3.3 Provide opportunities to explore non-verbal forms of communications3.4 Provide <i>opportunities to interact with others</i> through language3.5 Determine students' <i>understanding of language</i> by listening, observing conversations and questioning3.6 Demonstrate to the student the different <i>functions of language</i>
4. Assist students with specific communication needs	<ul style="list-style-type: none">4.1 Identify communication needs in consultation with the classroom teacher4.2 Use alternative communication techniques/strategies as directed4.3 Promote and encourage integration and participation in class activities4.4 Seek specialised assistance wherever required and available

REQUIRED SKILLS AND KNOWLEDGE

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 of a young person e.g. listening, speaking, non-verbal expression, viewing, writing
- Policy, procedure and legislative issues affecting performance
- Implications of cultural issues in the classroom/recreation areas
- Culturally based expectations about communication
- Alternative communication systems

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Stimulate students to speak, taking into account additional language needs, age, development and culture of the student
- Interact in a positive and supportive manner with the students
- Implement a language support program as directed by the teacher or speech language pathologist
- 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:

- Apply strategies for developing comprehension and expression in students
- Apply interpersonal skills (e.g. listening and understanding directions, giving clear directions and/or instructions, expressing an opinion, suggesting improvements to strategy/methods for assisting/supporting students and teachers)
- Empathise and be culturally sensitive
- Use teamwork skills - working with teachers and students
- Complete a sequence of tasks/activities given direction and support from the teacher
- Interpret information from written and/or verbal directions
- Problem-solve by choosing appropriate responses, identifying problems, consulting with personnel
- Manage time effectively

RANGE STATEMENT

Opportunities to listen to language may include:

- Rhymes, poems, stories
- Language games
- Music

- Dramatic play
- Film, video, television
- Everyday conversations
- Discussions
- Transactions
 - greetings
 - shopping
 - directions
 - instructions

Resources to support language skills may include:

- Materials that stimulate verbal response
- Materials that extend understanding of vocabulary
- Pictures, poster, displays
- Books: fiction, non-fiction, picture
- Magazines, newspapers, comic books
- Bilingual charts, books
- Interesting objects
- Spoken word tapes
- Songs

Communication strategies may include:

- Verbal and written communication
 - phrases and jargon that the student uses
 - naming used by family or friends/peers
 - language specific to an area of the student's interest e.g. football/fashion
 - language suitable for the student's age and level of comprehension
 - language appropriate to each particular situation
 - language that takes into account additional learning needs
 - group or individual discussions
 - listening to informal conversation/chatting
 - volume to suit situation and audience size
 - intonation
 - articulation
 - pronunciation
 - tone of voice
 - awareness of word order patterns in Standard Australian English
- Non-verbal communication
 - working at the same level as the student, e.g. sitting at the student's desk or on the floor
 - proximity to the student
 - eye contact/no eye contact
 - body language
 - facial expression

Opportunities to interact with others include:

- Reading stories/books/poetry/rhymes aloud

- Reading stories/books that contain references to familiar objects or topics of interest to the student
- Labelling objects and speaking in simple sentences
- Responding with clear and simple answers
- Involving student in songs, rhymes, poetry, plays and jokes
- Involving the student in one-on-one conversations
- Encouraging students to talk about what they are doing, what they like, how they feel
- Encouraging students to ask questions to gather information
- Encouraging participation in group discussions
- Providing opportunities for the student to speak in public and privately, with other students and adults

Understanding of language refers to:

- Age and stage of development of the student
- The situation (formal, informal)

Functions of language may include:

- Informative - communicating information
- Expressive - communicating or generating feelings and emotions
- Directive - giving instructions or asking questions that will elicit an action/response

EVIDENCE GUIDE

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

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