



**Australian Government**

# **Assessment Requirements for CHCEDS006 Support the development of numeracy skills**

**Release: 1**

## Assessment Requirements for CHCEDS006 Support the development of numeracy skills

### Modification History

Release	Comments
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- analysed what at least two students are doing when working mathematically and applied an appropriate model of learning to develop the students' numeracy skills
- implemented numeracy support programs to support at least two students who may be at various levels, as directed by the teacher
- maintained and completed workplace records
- communicated with a range of students, including:
  - active listening
  - giving clear directions and/or instructions
- consulted with the teaching team and other education support workers on workplace procedures and new approaches to accommodate individual student requirements.

## Knowledge Evidence

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:

- basic mathematical concepts and operations relevant to the year levels and the needs of students
- language associated with numeracy and mathematical operations
- questions to encourage critical thinking about mathematics and its use as a learning tool
- the role of education support personnel in providing mathematics support to students
- a range of basic communication strategies

## Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>