



Australian Government

CHCEDS006 Support the development of numeracy skills

Release: 1

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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>

Application

This unit describes the skills and knowledge required to implement numeracy programs as identified by the teacher to assist students requiring additional numeracy support.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Apply developmental and learning approaches to basic numeracy skills under supervision of teacher

- 1.1 Identify the skills and knowledge required by students to make meaning of numbers and basic computations
- 1.2 Identify numeracy processes that are relevant and appropriate to the student's ability and year level according to specified guidelines and practices of the school
- 1.3 Identify links between mathematical/numeracy processes and maths support strategies
- 1.4 Apply learning models and language to meet student needs

2. Implement a numeracy support program

- 2.1 Provide a numeracy support program as directed by the teacher, to meet the individual needs of students whilst taking into account their preferred learning styles
- 2.2 Select and implement activities to support understanding of numbers, use of number computations, measurement and numerical data
- 2.3 Record students' progress in accordance with program/school guidelines
- 2.4 Maintain student confidentiality at all times

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3. Support student numeracy programs

3.1 Implement support strategies, under direction of supervising teacher, to accommodate student's ability according to education guidelines and program specifications

3.2 Encourage the development of self-reliance in numeracy through positive feedback

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Education environment may include:

- Government school (pre-primary, primary and secondary)
- Private/non-government school (pre-primary, primary and secondary)
- Education centre
- Kindergarten
- Special education centre
- Community education centre

Unit Mapping Information

No equivalent unit.

Links

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