



**Australian Government**

# **Assessment Requirements for CHCEDS019 Support students' mathematics learning**

**Release: 2**

## Assessment Requirements for CHCEDS019 Support students' mathematics learning

### Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment.</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:

- collaborated with the teacher to analyse student needs in the development of mathematical skills and determined, developed and implemented strategies and programs to support at least two students, including:
  - implementing programs that support a range of students who may be at various levels, in collaboration with the teacher
  - adapting examples and activities to meet the specific needs in mathematics knowledge and understanding of individual students
  - using specific strategies to scaffold student learning as directed by a teacher
  - applying mathematical concepts applicable to the year levels in which they operate, i.e. early childhood, primary, secondary
  - identifying, collating and developing resources to support development of mathematics skills and knowledge.

## 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 work role.

These include knowledge of:

- various assessments including formative and summative and standardised testing
- concept strands of mathematics and mathematical skills appropriate to the students being supported and the curriculum in use
- differences between the roles and responsibilities of teachers and education support workers
- language associated with mathematics and numeracy as used by supervising teacher/s
- the role of education support personnel in implementing planned mathematics activities with students
- questioning techniques that can be used to scaffold learning and assist students to problem-solve.

## 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>

