



Australian Government

Assessment Requirements for CHCEDS037 Support the development of numeracy skills

Release: 1

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Modification History

Release 1. CHCEDS037 Support the development of numeracy skills supersedes and is not equivalent to CHCEDS006 Support the development of numeracy skills.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement numeracy support strategies to provide support to at least two different students on at least one occasion for each student as directed by the teacher to:
 - recognise what students are doing when working mathematically
 - apply a model of learning suited to the student needs
- complete records or reports as directed by the teacher for above students according to organisational procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the role of education support worker in providing mathematics support to students
- organisational policies and procedures for:
 - maintaining confidentiality of student records
 - recording student progress
- aspects of numeracy:
 - skills and knowledge required by students to make meaning of numbers and basic computations
 - links between mathematical and numeracy processes and maths support strategies
 - basic mathematical concepts and operations relevant to the year levels and the needs of students in primary and secondary school
 - learning models and language used to support numeracy
 - questions that encourage critical thinking about mathematics and its use as a learning tool
 - language associated with numeracy and mathematical operations
- communication techniques for use with students and teachers
 - active listening
 - open questioning
 - providing clear directions or instructions

- processes for monitoring and recording progress.

Assessment Conditions

Skills must be demonstrated in the workplace:

- support activities with students must be directly observed by the assessor on at least one occasion
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence.

Interactions with students must be supervised by a teacher or other educational professional.

Assessment must ensure access to:

- student information on which support is based
- curriculum information
- teaching and learning resources
- documentation templates for student reporting
- organisational policies and procedures for:
 - maintaining confidentiality of student records
 - recording student progress
- students in a school
- colleagues for guidance and collaboration.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>