



Australian Government

CHCEDS045 Support student mathematics learning

Release: 1

CHCEDS045 Support student mathematics learning

Modification History

Release 1. CHCEDS045 Support student mathematics learning supersedes and is equivalent to CHCEDS019 Support students' mathematics learning.

Application

This unit describes the performance outcomes, skills and knowledge required to work with teachers to support primary or secondary students to develop mathematics skills in number and algebra, measurements and geometry, and statistics and probability as included in current curriculum documents.

These skills and knowledge enable education support workers to work with the teacher to reinforce mathematics skills across the curriculum.

The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly with students in classroom settings in primary or secondary schools, as defined by State/Territory legislation.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

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

Pre-requisite Unit

Nil

Competency Field

Education Support

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

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| 1. Monitor mathematics skills. | 1.1. Monitor students' understanding and use of mathematics through observation, listening and conversation.
1.2. Provide information to teacher to inform planning based on observations.
1.3. Identify progress of acquisition of mathematics skills for numeracy and discuss with the teacher. |
| 2. Support students to develop mathematics skills. | 2.1. Determine appropriate strategies for supporting students in the application of mathematics skills in consultation with the teacher.
2.2. Implement planned strategies and scaffolding to enhance the abilities of students and address their individual needs.
2.3. Encourage students to problem-solve using mathematics knowledge and skills and make links to everyday life contexts.
2.4. Use activities and examples to demonstrate different mathematical functions.
2.5. Use explicit talk to focus students on specific mathematics knowledge and skills. |
| 3. Enhance students' mathematics knowledge and skills through structured activities. | 3.1. Use accurate mathematics terminology and concepts, as planned with teacher, to support student's learning.
3.2. Encourage students to improve mental computation and calculation skills using strategies appropriate to student's developmental levels.
3.3. Ensure students check for reasonableness of solutions when calculating, using a range of strategies including estimating and technology.
3.4. Encourage students and build their confidence to attempt problem-solving that requires the use of mathematics knowledge and skills. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS

DESCRIPTION

Reading skills to:

- interpret teacher planning documents.

Oral communication skills to:

- interact and engage with students to build rapport and provide encouragement.

- Problem-solving skills to:
- provide support to students and determine methods to appropriately scaffold their learning according to their individual ability.
- Initiative and enterprise skills to:
- use appropriate support strategies when opportunities arise.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet -

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