



Australian Government

CHCEDS006 Support the development of numeracy skills

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	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. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

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.

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

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

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

ELEMENT**PERFORMANCE CRITERIA**

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teacher

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

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 describe those required skills (language, literacy, numeracy and employment skills) 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 Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCEDS006 Support the development of numeracy skills

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

Links

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