



Australian Government

CHCEDS019 Support students' mathematics learning

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.

Application

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

The unit provides skills and knowledge to enable education support workers to work with the teacher to develop resources to reinforce mathematics skills for across the curriculum and to support students in their development of skills.

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

Elements define the essential outcomes.

PERFORMANCE CRITERIA

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

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1. Facilitate application of mathematics skills for numeracy

1.1 Identify concept strands of mathematics included in current curriculum documents

1.2 Explore and explain a variety of numeracy demands and opportunities in daily life

1.3 Demonstrate the different functions of mathematics using activities and examples

1.4 Monitor students' understanding and use of mathematics through observation, listening and conversation, and provide information to teachers to inform planning

1.5 Identify factors affecting acquisition of mathematics skills for numeracy and discuss with the teacher/s

2. Support students to develop mathematics skills for numerate understanding

2.1 Determine strategies for supporting students in the application of mathematics skills in consultation with the teacher/s

2.2 Implement planned strategies, including learning environments, activities and resources to enhance the abilities of students and address their individual needs

2.3 Encourage students to problem-solve using mathematics knowledge and skills in everyday life contexts

2.4 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/s, to support students' learning

3.2 Encourage students to improve mental computation and calculation skills using strategies appropriate to students' 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

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attempt problem-solving that requires the use of mathematics knowledge and skills

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.

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 CHCEDS019 Support students' mathematics learning

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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:

- 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

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