



Australian Government

Assessment Requirements for CHCEDS045 Support student mathematics learning

Release: 1

Assessment Requirements for CHCEDS045 Support student mathematics learning

Modification History

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

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:

- contribute to the development of support strategies for two students who are at different levels of mathematical ability and adapt and incorporate strategies and resources appropriate to learner needs
- implement above support strategies on at least one occasion for each student and report to teacher on student outcomes to inform future planning.

Knowledge Evidence

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

- the role of education support workers in implementing planned mathematics activities with students
- differences between the roles and responsibilities of teachers and education support workers
- assessment methodologies and how they are used in mathematics:
 - formative
 - summative
 - standardised testing
- key content strands of current mathematics curriculum:
 - number and algebra
 - measurement and geometry
 - statistics and probability
- terminology and concepts associated with mathematics and numeracy as used by supervising teacher:
 - vocabulary
 - symbols
 - displays such as graphs and tables
 - units of measurement
 - mathematical conventions
- factors affecting acquisition of mathematics skills:

- limited opportunities for practice
- health issues
- socio-economic issues
- home language other than English
- level of confidence
- planned or incidental learning opportunities
- questioning techniques that can be used to scaffold learning and assist students to problem-solve.

Assessment Conditions

Skills must be demonstrated in the workplace:

- implementation of strategies 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.

Skills related to resource adaptation may be demonstrated outside of the workplace but must be based on work in a primary or secondary school in Australia.

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

Assessment must ensure access to:

- student information to inform planning
- maths curriculum information
- maths support resources in the areas of:
 - number and algebra
 - measurement and geometry
 - statistics and probability
- organisational policies and procedures for support programs
- 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>