

UNIT CODE	CHCEDS037
UNIT TITLE	Support the development of numeracy skills
APPLICATION	<p>This unit describes the performance outcomes skills and knowledge required to implement numeracy programs as identified by the teacher to assist students requiring additional numeracy support.</p> <p>The unit applies to education support workers who operate under the guidance and supervision of a teacher or other educational professional. They work mainly in classroom settings in schools, with students aged between five and 18 years, but may also work within other education settings within the community.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Education Support
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Establish and follow guidelines for numeracy program.	1.1 Read and correctly interpret current teacher planning documents in relation to numeracy requirements. 1.2 Identify and access current numeracy programs. 1.3 Identify and follow agreed recording systems as developed by the teacher. 1.4 Work within structure and guidelines of numeracy program as directed by the teacher. 1.5 Select and modify resources that support numeracy programs based on student needs 1.6 Follow confidentiality procedures when handling student records.

2. Provide numeracy support.	<p>2.1 Use strategies that support numeracy program and individual needs as directed by teacher.</p> <p>2.2 Select and implement activities that support understanding of numbers, use of number computations, measurement and numerical data</p> <p>2.3 Encourage the development of self-reliance in numeracy through positive feedback.</p> <p>2.4 Use communication techniques that support effective interaction and learning.</p> <p>2.5 Accurately record student progress according to organisational policies and procedures.</p> <p>2.6 Maintain student confidentiality at all times.</p>
3. Monitor progress.	<p>3.1 Monitor numeracy progress against program criteria.</p> <p>3.2 Provide feedback and evaluation of student progress to teacher.</p> <p>3.3 Review and adjust strategies based on monitoring and guidance from teacher.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> Comprehend content of teacher planning documents.
Writing skills to:	<ul style="list-style-type: none"> Record information and observations according to organisational procedures.
Oral communication skills to:	<ul style="list-style-type: none"> Interact with and engage students to build rapport.
Technology skills to:	<ul style="list-style-type: none"> Use computers and digital media to record, monitor and report on student progress according to organisational procedures.
UNIT MAPPING INFORMATION	CHCEDS006 Support the development of numeracy skills.
LINKS	

TITLE	Assessment Requirements for CHCEDS037 Support the development of numeracy skills.
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PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> ■ implement numeracy support strategies to provide support to at least two students as directed by the teacher to: <ul style="list-style-type: none"> ◦ analyse what students are doing when working mathematically ◦ apply an appropriate model of learning ■ complete required records or reports for at least two students according to organisational procedures.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ the role of education support worker in providing mathematics support to students ■ aspects of numeracy: <ul style="list-style-type: none"> ◦ skills and knowledge required by students to make meaning of numbers and basic computations. ◦ links between mathematical/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 <ul style="list-style-type: none"> ◦ active listening ◦ open questioning ◦ providing clear directions and/or instructions ■ processes for monitoring and recording progress.
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<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in the workplace.</p> <ul style="list-style-type: none"> ■ 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. <p>Interactions with students must be supervised by a teacher or other educational professional.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ student information on which support is based ■ curriculum information ■ teaching and learning resources ■ calculators ■ documentation templates for student reporting ■ organisational policies and procedures ■ students in an educational organisation ■ colleagues for guidance and collaboration. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<p>LINKS</p>	