Australian Government

CHCLLN002 Support adult language and literacy learning

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages.
	Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

The unit describes the skills and knowledge required to identify language and literacy skill needs, develop strategies and resources to address those needs, and then support learners during the development of their language and literacy competence.

This unit applies to individuals such as paid or volunteer tutors, who work under the guidance of a program supervisor with language and literacy development expertise.

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 of a unit of competency	*The Performance Criteria specify the level of performance required to demonstrate achievement of the Element*
1. Identify learner language and literacy requirements	1.1 Confirm scope of own role and responsibilities in supporting the learner
	1.2 Establish learner language and literacy level and needs using appropriate tools
	1.3 Identify factors that may inhibit the development of language and literacy skills in consultation with the learner and supervisor according to need
	1.4 Negotiate learning needs with learner and establish achievable learning outcomes, in consultation with

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Elements define the essential outcomes of a unit of competency	*The Performance Criteria specify the level of performance required to demonstrate achievement of the Element*
	supervisor
2. Plan strategies and resources	2.1 Plan learning environment, activities and teaching strategies in advance, seeking advice from supervisor or other specialists as required
	2.2 Monitor learner understanding and use of language, and gather information to inform own planning
	2.3 Adapt or develop resources appropriate to learner needs and context according to program requirements
3. Encourage and model spoken language	3.1 Demonstrate different styles, ranges and contexts of oral communication across appropriate aspects of communication
	3.2 Use spoken language to effectively interact with learner
	3.3 Scaffold learning by talking about language
4. Support learners to read and interpret texts	4.1 Determine strategies for supporting learner in interpreting texts, with supervisor where appropriate
	4.2 Implement planned strategies to enhance learner abilities and address individual needs
	4.3 Encourage learner to problem solve to make meaning from texts
	4.4 Use a range of planned strategies to focus learner on specific literacy skills
	4.5 Evaluate learning outcomes and discuss with supervisor
5. Enhance learner literacy skills through writing activities	5.1 Use appropriate terminology with learner as planned
	5.2 Implement planned strategies to develop learner skills in the use of written language

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Elements define the essential outcomes of a unit of competency	*The Performance Criteria specify the level of performance required to demonstrate achievement of the Element*
	5.3 Use planned strategies to develop performance features of learner writing
	5.4 Evaluate learning outcomes and discuss with supervisor according to need
6. Review strategies used to enhance learner skills	6.1 Monitor learner progress against learning outcomes
	6.2 Seek support and feedback from supervisor
	6.3 Review and adjust strategies based monitoring and feedback in consultation with supervisor

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