Australian Government

Department of Education, Employment and Workplace Relations

CHCLLN401A Support adult language and literacy learning and development

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CHCLLN401A Support adult language and literacy learning and development

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the skills and knowledge required by those providing language and literacy support to adult learners who wish to develop their core skills of oral communication, reading, writing and learning
	The unit provides the skills and knowledge to work with a supervisor to develop strategies and resources to reinforce language and literacy skills and to support learners during various phases in the development of their language and literacy competence

Application of the Unit

Application	This unit applies to those supporting adult language and literacy learners in a variety of contexts
	The work in this unit could be conducted by a tutor in consultation with learners, and would be monitored by a program supervisor with appropriate language and literacy expertise

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

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. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify language and literacy requirements of learners	1.1 Meet with *supervisor* to establish own role and responsibilities and *identify learner's language and literacy level* and needs 1.2 Meet with learner to establish rapport and identify *factors that may inhibit the development of language and literacy skills*, and discuss with supervisor as required 1.3 Negotiate learning needs with learner and establish achievable learning outcomes, in consultation with supervisor where appropriate
2. Plan appropriate strategies and resources to support language and literacy development	2.1 Plan learning environment, activities and teaching strategies in advance, seeking advice from supervisor or other specialist as needed 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's needs and context according to *program requirements*

ELEMENT	PERFORMANCE CRITERIA
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 *Talk about language* in order to scaffold learning
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 in order 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 as required
5. Enhance learners' 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* 5.3 Use planned *strategies to develop performance features* of learner's writing 5.4 Evaluate learning outcomes and discuss with supervisor as required

ELEMENT	PERFORMANCE CRITERIA
6. Review strategies used to enhance learner skills	6.1 Monitor learner progress 6.2 Seek support and feedback from supervisor when required 6.3 Review strategies in terms of their effectiveness and feedback received

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:
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 and understanding of:

- Definition of texts and range of texts that learners need to interpret
- Key concepts of the Australian Core Skills Framework (ACSF) to engage in discussion with supervisor of learner levels and requirements and learning plan, including:
  - the five core skills
  - spiky profiles: varying levels of performance in each core skill
  - factors that may influence performance
- Language and literacy concepts and terminology relevant to learner needs and context
- Relationships between spoken language and literacy
- Requirements of the support program, including administrative and confidentiality requirements
- Risk-management strategies to negotiate sometimes complex situations and learning environments
- Roles and responsibilities of those providing language and literacy support and of their supervisors
- Range of basic communication and learning strategies, including techniques that:
  - model talk to support learner comprehension
  - scaffold learning and assist learners to problem solve
- Tools to evaluate learning outcomes, such as the ACSF

REQUIRED SKILLS AND KNOWLEDGE

Essential skills:
It is critical that the candidate demonstrate the ability to:

- Negotiate learner language and literacy needs and program outcomes based on identified skill gaps, in consultation with supervisor and learner where appropriate
- Identify, adapt, develop and use a variety of learning strategies and resources based on agreed outcomes
- Support language and literacy skill development in learners
- Use a range of strategies to encourage and model skill development

continued ...

Essential skills (*contd*):
In addition, the candidate must be able 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:

- Communication skills, including:
  - listening skills to identify learner needs and elicit learner responses
  - speaking skills to model language and question effectively
  - writing skills to model learners' writing requirements and fulfil reporting requirements
- Initiative and enterprise skills to use appropriate support strategies for diverse learner needs
- Interpersonal skills to:
  - interact with clients from a range of social, cultural, religious and linguistic backgrounds and with varying physical and mental abilities
  - show respect for, and draw on, the expertise and background of the learner
- Language and literacy skills to:
  - identify, collate and develop or adapt resources to support the development of learners' language and literacy skills
  - maintain and complete records, where required
- Planning and organisation skills to develop, follow and evaluate learning plans
- Problem-solving skills to select strategies that address learner needs
- Self-management skills to:
  - know own limitations and set appropriate boundaries
  - review own practice
- Teamwork skills to collaborate with supervisor to:
  - analyse learner needs in relation to development of language and literacy
  - apply appropriate model of learning to develop learners' language and literacy skills
  - implement support strategies appropriate to learner needs
- Technical skills to:

REQUIRED SKILLS AND KNOWLEDGE

- adapt spoken language to meet the needs of individual learners and the learning program
- apply key concepts of the ACSF
- use a range of strategies to:
  - support learners in acquiring and applying language and literacy skills and knowledge
  - adapt or design resources that cater for individual learners
- Technology skills to:
  - use a range of technology to support language and literacy learning
  - use software packages as part of the learning program
- Time-management skills to plan and deliver learning programs

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	- The individual being assessed must provide evidence of specified essential knowledge as well as skills - Assessment should ensure the candidate addresses the elements and performance criteria on at least three occasions, over a period of time

EVIDENCE GUIDE

Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	• All workers should develop their ability to work in a culturally diverse environment
	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• Competency must be demonstrated in a realistic simulated or real work environment
	• Assessment requires access to a range of opportunities defined in the range statement, including access to:
	• an educational work environment or simulation to enable candidates to demonstrate their skills and knowledge while working with supervisors and learners
	• literacy terminology used in the role

EVIDENCE GUIDE

Method of assessment:	• Assessment methods suitable for valid and reliable assessment of this competency may include a combination of:
	• case studies
	• demonstration
	• observation
	• oral and written questioning
	• scenarios, simulation or role plays
	• authenticated evidence
	• Assessment methods should reflect work demands, such as literacy, and the needs of particular individuals, such as:
	• people in rural and remote locations
	• people with disabilities
	• people from culturally and linguistically diverse backgrounds
	• Aboriginal and Torres Strait Islander people
	• women
	• young people
	• older people
Guidance information	• This unit may be assessed independently, however holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

Community Services and Health Industry Skills Council

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Supervisor may include:	• Experienced tutor • Literacy specialist • Mentor

Identifying learner's language and literacy level may include:	• Considering:
	  • information provided in supervisor briefing
	  • learner's educational background
	  • psychological, social and cultural factors
	• Using key concepts of tools such as the ACSF and International Second Language Proficiency Rating (ISLPR), when considering:
	  • strengths and weaknesses of learner's core skills
	  • relevance of context, support, task and text

Community Services and Health Industry Skills Council

RANGE STATEMENT

Factors that may inhibit the development of language and literacy skills may include:	• Cultural barriers relating to ethnicity and identity, for example
	• Disabilities, such as acquired brain injury
	• Geographic factors, such as isolation
	• Health issues, including chronic conditions
	• Language barriers relating to, for example:

- influence of first language on later language learning
- use of standard English or non-standard English

- Learning difficulties
- Limited opportunities for practice
- Personal barriers relating to such things as:
  - age
  - displacement issues for refugees
  - emotional issues
  - family circumstances
  - gender
  - previous formal schooling experiences
  - religion
  - social circumstances
  - trauma
- Technology issues, such as:
  - lack of access
  - skill level

Resources may include:	• Computer hardware and software
	• Games
	• Handouts and workbooks
	• Online and digital resources
	• Realia
	• Reference materials
	• Visual aids, such as photographs, displays and posters

RANGE STATEMENT

Program requirements:	• May be developed by:
	   • the tutor
	   • consulting with supervisor
	   • consulting with learner
	• May include:
	   • program guidelines
	   • program resources

Aspects of communication may include:	• Different contexts in which an individual uses core skills in all aspects of their lives, including:
	   • cooperative: interacting in groups
	   • personal : expressing identity
	   • procedural: performing tasks
	   • public: interacting with the wider community
	   • systems: interacting in organisations
	   • technical: using tools and technology

Using spoken language to effectively interact may include:	• Encouraging participation in group or individual discussions and informal conversation
	• Using:
	   • clear articulation and diverse intonation
	   • books, stories and photos to stimulate recall, prediction, discussion, and vocabulary
	   • language appropriate to learner background, culture, age, interests, needs and language level
	   • language appropriate to the situation and purpose
	   • realia from learner's life

RANGE STATEMENT

Talking about language may include speaking about:	• Effectiveness of language used for the chosen audience
	• How a word may be broken into syllables to help with spelling or meaning
	• Letter-sound relationships
	• Open-ended questioning about meaning and alternative ways to convey meaning
	• Processes used to:
	  • determine meaning
	  • work out the spelling of words
	• Purpose of the language used
	• Relating the new to the known
	• Structure of a sentence
	• Thinking processes involved in constructing communications

Texts may be drawn from many genres and include:	• Everyday texts associated with a range of contexts, such as education, leisure, work, family and daily life • Literary texts appropriate to learners' interests • Mass-media texts

Strategies for supporting learners in interpreting texts may include:	• Asking for learners' opinions about parts of the text
	• Asking learners to compare the text to other texts and their own experiences
	• Encouraging learners to:
	  • analyse and criticise the text
	  • consider the effectiveness of the text's messages
	  • consider the genre of the text
	• Engaging in discussion that summarises or encourages comment about information in the text
	• Orientation to the text

RANGE STATEMENT

Strategies to develop learners' skills in the use of written language may include:	• Developing spelling • Helping learners to attempt unknown words • Scribing for beginning writers • Stringing sentences • Transformations for supported writing • Using a digital camera to support writing • Using temporary spelling as a tool for early writing • Written conversations
Performance features may include:	• Audience • Grammar and punctuation • Legibility • Plan, proof, draft and review • Range and register • Structure and cohesion • Vocabulary and spelling
Strategies to develop performance features may include:	• Deciding on audience, message and purpose • Drafting • Editing, including checking and revising • Researching specific information and references • Structuring the writing to best convey message to audience • Encouraging learners to critically reflect on their writing

Unit Sector(s)

Not Applicable