



**Australian Government**

**Assessment Requirements for TAELLN802  
Analyse and apply adult numeracy teaching  
practices**

**Release: 1**

# Assessment Requirements for TAELLN802 Analyse and apply adult numeracy teaching practices

## Modification History

Release	Comments
Release 1	This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> .

## Performance Evidence

Evidence of the ability to:

- analyse the numeracy demands of a VET delivery context and the numeracy needs of those participating in numeracy provision with reference to national standards and frameworks
- develop and evaluate learner profiles for at least 2 adult numeracy learners using a range of resources and frameworks to capture information including on diversity of skills, backgrounds and learning goals
- plan a series of adult numeracy teaching activities, comprising at least 5 sessions, for a specific VET context and learner group, including:
  - selecting and using a range of learning resources and teaching approaches to develop adult numeracy skills based on adult learning principles and practices, and the identified needs of the learner group
  - documenting at least 4 numeracy activities from at least 2 different areas of mathematics to deliver within the sequence of numeracy provision
- deliver adult numeracy teaching activities to at least 2 learners for a period of up to one hour each
- use formal and information monitoring techniques to evaluate effectiveness of teaching strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- evaluate own numeracy levels using the Australian Core Skills Framework (ACSF) and identify implications for the delivery of skills to others within a range of VET delivery contexts

- identify specific areas of own mathematical skills and knowledge where assistance may be required from mathematical and technical specialists
- explain how the diverse needs of those participating in numeracy provision impact the design of learning programs and the selection of learning resources
- describe how specific teaching approaches have been used in the design of adult numeracy activities to meet the needs of the learner group
- describe at least 2 theories that inform adult numeracy teaching and how they influence methods used in own teaching practice of numeracy, incorporating:
  - mathematics and gender
  - constructivism
  - critical numeracy
  - cultural use of specific mathematics
  - functionalism
- explain how literacy embedded in a numeracy task can be addressed in a teaching activity.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in practical exercises and projects
- research about profiles of those participating in numeracy provision
- resources about adult numeracy theories and approaches
- resources to support numeracy teaching.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>