Australian Government

TAELLN802 Analyse and apply adult numeracy teaching practices

Release: 1

TAELLN802 Analyse and apply adult numeracy teaching practices

Modification History

Release	Comments
Release 1	This unit of competency first released with *TAE Training and Education Training Package Version 1.0*.

Application

This unit describes the skills and knowledge required to analyse and apply effective adult numeracy teaching practices to meet the needs of those participating in numeracy provision in vocational education and training (VET) contexts. The unit addresses the analysis and application of numeracy teaching practices to a minimum of ACSF level 3. It includes the ability to access assistance from mathematics or technical specialists when necessary for applications of numeracy above ACSF level 3.

The unit applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Language, literacy and numeracy practice

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse and apply conceptual frameworks	1.1 Examine theories that inform adult numeracy teaching and their application

and theories underpinning numeracy teaching	1.2 Identify relevant frameworks and structures that apply to adult numeracy delivery in vocational education and training (VET) contexts
	1.3 Investigate how adult learning principles contribute to an environment conducive to developing numeracy skills
	1.4 Review range of provision for learning numeracy in VET contexts
2. Research numeracy requirements of those participating in numeracy provision	2.1 Identify diversity of skills and backgrounds of those participating in numeracy provision
	2.2 Identify range of learning goals of those participating in numeracy provision
	2.3 Use validated frameworks to develop and evaluate learner profiles
	2.4 Review own mathematical skills and knowledge in relation to addressing the skill needs of others and seek assistance from mathematics or technical specialist where required
3. Select from a range of teaching approaches and learning resources to develop participants' numeracy skills and knowledge	3.1 Evaluate teaching approaches that identify mathematical information and meaning in authentic and relevant contexts and teach mathematical terminology and language
	3.2 Evaluate teaching approaches that incorporate reasoning, problem-solving and estimation activities
	3.3 Determine the applicability of teaching approaches to specific needs, levels of numeracy, learning styles, and context of those participating in numeracy provision
	3.4 Identify where assistance from mathematics or technical specialists may be needed to address higher level mathematical skills or the application of numeracy in a specific vocational context
	3.5 Examine learning resources from traditional, new and emerging technologies that link to numeracy learning outcomes and promote learner engagement with tasks and activities
	3.6 Evaluate materials relevant to social and cultural needs of those participating in numeracy provision
4. Apply and evaluate strategies for teaching numeracy skills and knowledge	4.1 Devise activities that integrate literacy skills appropriate to specific needs and context of those participating in numeracy provision
	4.2 Apply strategies to teach number, measurement, space and location, and data and statistics, appropriate to identified knowledge and level of difficulty
	4.3 Examine and apply strategies to develop learning skills

		4.4 Use formal and informal monitoring to evaluate effectiveness of teaching strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.3, 3.5, 3.6	• Sources, analyses and evaluates information, including conceptual frameworks and theories, in the context of learning, development and continuous improvement
Writing	2.3, 4.1, 4.2, 4.4	• Develops and maintains delivery and assessment documentation • Develops learning materials specific to context and/or learner needs
Oral Communication	1.3, 2.1, 2.2, 2.3, 2.4, 4.2, 4.3, 4.4	• Asks questions to elicit information from learners and other practitioners, and listens strategically and systematically to responses • Uses appropriate register, vocabulary and grammatical structures according to audience needs
Numeracy	2.1, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2	• Analyses information to identify mathematical content and concepts for incorporation into numeracy provision • Conducts numeracy self-assessment
Navigate the world of work	2.4, 4.4	• Reflects on performance as an integral part of work life, using a range of formal and informal processes
Interact with others	2.1, 2.2, 2.4, 3.3, 3.4, 4.2, 4.4	• Actively seeks to understand the values, beliefs, knowledge, understandings and perspectives that others bring to the work context • Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	1.1, 1.2, 1.3, 1.4, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1,	• Plans effective learning programs based on understanding of learner needs • Reflects on decision making processes for

	4.4	particular contexts and the potential implications for future situations

Unit Mapping Information

Code and Title (*Current Version*)	Code and Title (*Previous Version*)	Comments	E/N
TAELLN802 Analyse and apply adult numeracy teaching practices	TAELLN702A Analyse and apply adult numeracy teaching practices	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3

PwC's Skills for Australia