



**Australian Government**

# **TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program**

**Release: 1**

## TAELLN817 Design, implement and evaluate a language, literacy and numeracy professional development program

### Modification History

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

### Application

This unit describes the skills and knowledge required to design, implement and evaluate an adult language, literacy and numeracy professional development program.

It applies to those involved in the educational leadership of adult language, literacy and numeracy professional development programs.

Adult language, literacy and numeracy professional development programs include those within training organisations or workplace settings, where an experienced adult language, literacy and numeracy practitioner, provides professional development to other practitioners to develop their skills and knowledge in providing language, literacy and numeracy to adult learners.

Professional development programs also occur in community settings, such as in volunteer adult literacy programs.

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                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Elements describe the essential outcomes</i>                                     | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                                                                                               |
| 1. Design an adult language, literacy and numeracy professional development program | 1.1 Identify skills and skill development requirements of individuals and teams<br>1.2 Formulate an adult language, literacy and numeracy professional development program plan in consultation with |

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                       | <p>stakeholders</p> <p>1.3 Design program to reflect social and educational context in which it operates</p> <p>1.4 Determine most appropriate delivery mode for professional development program</p> <p>1.5 Design participant selection criteria</p> <p>1.6 Design and sequence adult language, literacy and numeracy professional development training sessions and professional development activities</p> <p>1.7 Source and contextualise, or develop, resources to support the professional development program</p> <p>1.8 Design processes for monitoring and evaluating professional development program</p> |
| 2. Implement and deliver program plan                 | <p>2.1 Clarify responsibilities of parties involved in adult language, literacy and numeracy professional development program</p> <p>2.2 Conduct professional development activities as planned in the professional development program</p> <p>2.3 Use formal and informal monitoring to support the professional development of participants and provide feedback as required</p> <p>2.4 Maintain records as required by the training organisation</p>                                                                                                                                                              |
| 3. Evaluate professional development program outcomes | <p>3.1 Implement program evaluation</p> <p>3.2 Complete program evaluation report for stakeholders</p> <p>3.3 Introduce changes to program in response to evaluation and participant feedback</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 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, 1.7, 3.3        | <ul style="list-style-type: none"> <li>Sources, analyses and interprets information presented in a variety of formats in order to identify skill development requirements</li> </ul> |

|                      |                                             |                                                                                                                                                                                                                              |
|----------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing              | 1.2, 1.6, 1.7, 2.4, 3.2                     | <ul style="list-style-type: none"> <li>Prepares documentation which incorporates the analysis and evaluation of information using specialised language in a format and style appropriate to a specific audience</li> </ul>   |
| Oral Communication   | 1.1, 1.2, 2.1, 2.2, 2.3, 3.3                | <ul style="list-style-type: none"> <li>Leads complex verbal exchanges using appropriate language, questioning and listening techniques to provide and elicit information, confirm understanding and seek feedback</li> </ul> |
| Interact with others | 1.2, 2.1, 3.1                               | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with a range of stakeholders</li> </ul>                                                                     |
| Get the work done    | 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 3.1, 3.3 | <ul style="list-style-type: none"> <li>Accepts full responsibility for planning, developing and reviewing programs to meet defined goals</li> <li>Gathers and analyses data and seeks feedback to improve program</li> </ul> |

## Unit Mapping Information

| Code and Title<br>(Current Version)                                                                            | Code and Title<br>(Previous Version)                                                                                   | Comments                                        | E/N |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----|
| TAELLN817<br>Design, implement and evaluate a language, literacy and numeracy professional development program | TAELLN807A<br>Design, implement and evaluate an adult language, literacy and numeracy professional development program | 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>