



Australian Government

Department of Education, Employment and Workplace Relations

TAELLN501B Support the development of adult language, literacy and numeracy skills

Release: 1

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Modification History

Version	Comments
TAELLN501B	Released with <i>TAE10 Training and Education Training Package version 2.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use strategies to support adults to extend their language, literacy and numeracy skills. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit typically applies to those in the vocational education and training sector who support adult learners to develop language, literacy and numeracy skills as part of their role. These VET practitioners require some knowledge of adult language, literacy and numeracy, a sound knowledge of the Australian Core Skills Framework, as well as strategies to support learners enrolled in VET programs. They may be supported by a coordinator or other colleagues more experienced in adult literacy and numeracy provision.

This unit also applies to those working in community programs or the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Analyse the purpose and context for language, literacy and numeracy development	1.1 Analyse the language, literacy and numeracy requirements of the <i>training specification</i> or learning situation 1.2 Analyse the language, literacy and numeracy requirements of the <i>training context</i>
2. Determine learners' language, literacy and numeracy skill level	2.1 Identify each learner's language, literacy and numeracy background 2.2 Identify <i>factors</i> or <i>potential barriers</i> that may affect the learner's development of language, literacy and numeracy skills 2.3 Determine learner's existing language, literacy and numeracy skill level using relevant <i>validated tools</i> and <i>other approaches</i>
3. Design and apply strategies to develop literacy and numeracy skills	3.1 Examine limited range of <i>strategies to develop reading, writing, speaking, listening and numeracy skills</i> 3.2 Analyse strengths, needs and learning strategies of learners in relation to <i>goals</i> 3.3 Confirm areas for skill development with learner 3.4 Select and implement strategies 3.5 Access relevant language, literacy and numeracy learning resources 3.6 Modify resources to meet language, literacy and numeracy learning needs, and in relation to context
4. Review strategies	4.1 Monitor learner progress 4.2 Seek support and feedback from <i>colleagues</i> whenever required 4.3 Review strategies in terms of their effectiveness and feedback received

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate with a range of people for varying purposes to:
 - clarify meaning
 - give and respond to feedback
 - provide instruction
 - teach technical terms and language
- computer skills to teach digital literacy skills
- literacy skills to:
 - customise learning materials to suit reading levels of learner
 - design and produce materials
 - locate and evaluate information within texts
 - write fluently, accurately and legibly using appropriate text types
- numeracy skills to:
 - explain terminology, processes and calculations
 - use a combination of formal and informal oral mathematical and general language
- planning and organising skills to plan learning opportunities for learners
- problem-solving skills to:
 - analyse, identify and develop strategies to meet identified challenges
 - identify difficulties of those participating in provision
 - select and use a variety of problem-solving strategies
- self-management and learning skills to:
 - develop and adjust own teaching practice
 - reflect on and improve own professional practice
 - use advice from colleagues and others to adjust strategies
- teamwork skills to cultivate collaborative and participative work relationships.

Required knowledge

- current function of language, literacy and numeracy skills in Australian society, including how LLN skills impact an individual's participation in work, education and community
- the profile of language, literacy and numeracy competence in Australia, according to recent research, such as surveys conducted by Australian Bureau of Statistics
- the Australian Core Skills Framework (ACSF)
- how context affects language use, including:
 - how choice of linguistic style is affected by roles and relationships

- how levels of formality are affected by factors such as age, role and ethnicity
- how meaning making relies on linking to context
- how people may be more proficient in some contexts and less in others
- variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis
- numeracy and language knowledge to the level of the numeracy and language being taught.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • determine language, literacy and numeracy levels using tools based on the ACSF, for at least ten (10) learners • select and apply language, literacy and numeracy support strategies relevant to each learner's context and purpose, for at least ten (10) learners • review strategies.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • learners wishing to develop language, literacy and numeracy skills • appropriate adult literacy and numeracy teaching resources • support from colleagues. <p>Assessment must also ensure the use of culturally appropriate processes, and techniques appropriate to the language, literacy and numeracy capacity of the candidate and the work being performed.</p>
Method of assessment	
Guidance information for assessment	

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. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Language, literacy and numeracy skills include:	<ul style="list-style-type: none"> core skills, as described by the Australian Core Skills Framework the range of learning, reading, writing, oral communication and numeracy skills required to participate in work and the wider community.
Training specification may include:	<ul style="list-style-type: none"> training package units of competency learning outcomes from accredited courses non-accredited industry programs
Training context describes:	<ul style="list-style-type: none"> the environment in which the learning takes place, which may include: <ul style="list-style-type: none"> work setting community setting training organisation may also include situational or sociocultural contexts.
Language, literacy and numeracy background may include:	<ul style="list-style-type: none"> past experiences in the education system country or location in which language was learned the style by which language was learned identity as a learner age culture ethnicity socioeconomic background.
Factors that affect development of language, literacy and numeracy skills may include:	<ul style="list-style-type: none"> disability emotional factors ethnicity learning difficulties personal factors physical factors, such as eyesight and hearing socioeconomic status.
Potential barriers that affect development of language, literacy and numeracy skills may include:	<ul style="list-style-type: none"> cultural barriers relating to, for example: <ul style="list-style-type: none"> identity language personal barriers relating to, for example: <ul style="list-style-type: none"> family circumstances

	<ul style="list-style-type: none">• physical factors• previous formal schooling experiences• social circumstances• language barriers relating to, for example:<ul style="list-style-type: none">• influence of the first language on later language learning• use of standard English or non-standard English• learning difficulties.
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Validated tools include:	<ul style="list-style-type: none"> tools based on the ACSF tools validated by LLN specialists.
Other approaches for identifying learners with language, literacy and numeracy needs may include:	<ul style="list-style-type: none"> learner cues, such as reluctance to complete work in class time, and distracting or avoidance activities feedback from other practitioners information from pre-training enrolment forms limited exposure to English language.
Strategies to develop reading skills may include:	<ul style="list-style-type: none"> critical literacy strategies skimming, scanning and reading for detail those that focus on sociolinguistic factors those that focus on syntax, semantics and grapho- phonic cues.
Strategies to develop writing skills may include:	<ul style="list-style-type: none"> graphology for Roman script and word processing features and use of grammar, punctuation and spelling and role of these in meaning making working from models of texts writing process of planning, drafting and editing.
Strategies to develop speaking skills may include:	<ul style="list-style-type: none"> conversation modelling and repetition pair or group work simulated work activities.
Strategies to develop listening skills may include:	<ul style="list-style-type: none"> listening for key information in longer spoken text modelling and repetition.
Strategies to develop numeracy skills may include:	<ul style="list-style-type: none"> communicating number concepts, skills and information discussing range of possible responses to problems drawing on range of knowledge to solve problems drawing on real-life problems identifying and using appropriate strategies and processes to solve problems.
Goals may include:	<ul style="list-style-type: none"> to work more effectively those related to VET learning programs employment community participation personal goals.
Colleagues may include:	<ul style="list-style-type: none"> colleagues more experienced and familiar with working with learners with language, literacy and numeracy needs colleagues working in other language, literacy and numeracy programs coordinators of adult literacy and numeracy

	professional development programs.
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Unit Sector(s)

Language, literacy and numeracy practice

Custom Content Section

Not applicable.