



Australian Government

Department of Education, Employment and Workplace Relations

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

Release: 1

TAELLN706A Lead the delivery of adult language, literacy and numeracy support services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to devise and provide adult language, literacy and numeracy support services within a training organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	<p>This unit applies to those who devise a range of strategies to develop adult language, literacy and numeracy skills in learners enrolled in vocational education and training (VET) within a training organisation, where the vocational course is the major focus.</p> <p>Individuals in this role work collaboratively with a team of VET colleagues and contribute educational leadership in developing adult language, literacy and numeracy skills within the context of vocational courses. They may work alongside VET colleagues by directly teaching individuals and small groups, developing resources and support materials, and designing and delivering self-access materials. This requires that they can apply knowledge of the terminology, language styles, writing conventions, and underpinning skill and knowledge requirements of the technical areas in which the support services are offered, as well as the wider VET environment.</p> <p>Typically, those working in this concurrent support role require wide-ranging skills in formally and informally assessing language, literacy and numeracy skills, and analysing and responding to learner needs. Formal reporting of literacy and numeracy outcomes may not be required. However, those working in this role may work with other VET colleagues on assessment activities through partnerships, assessment panels and other arrangements.</p> <p>Teaching of programs where adult literacy and numeracy is the major focus is covered in TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Research language, literacy and numeracy demands of vocational training context</p>	<p>1.1. Identify <i>broad issues for involvement</i> in training through consultation with <i>relevant parties</i></p> <p>1.2. Analyse <i>training specification</i> outcomes to identify language, literacy and numeracy skills required for successful performance</p> <p>1.3. Analyse learner and assessment materials to identify language, literacy and numeracy required for successful performance</p> <p>1.4. Analyse training and assessment processes in terms of language, literacy and numeracy demands on learners</p> <p>1.5. Analyse <i>workplace practices</i> to determine language, literacy and numeracy skills required</p> <p>1.6. Develop a profile of language, literacy and numeracy requirements of vocational context</p>
<p>2. Analyse individual's language, literacy and numeracy skills</p>	<p>2.1. Develop <i>profile of potential participants</i></p> <p>2.2. <i>Identify</i> language, literacy and numeracy skills of potential participants</p> <p>2.3. Make <i>diagnostic judgements</i> about individual's language, literacy and numeracy skills in relation to vocational requirements</p>
<p>3. Develop a language, literacy and numeracy support strategy for vocational training</p>	<p>3.1. Plan <i>most appropriate mode(s) of training</i></p> <p>3.2. Plan instructional sequence that links to identified language, literacy and numeracy training needs</p> <p>3.3. Plan <i>training arrangements</i></p> <p>3.4. Undertake joint planning when working with content experts to integrate language, literacy and numeracy with teaching and assessment activities</p> <p>3.5. Seek advice on technical matters from others in the VET environment when required</p> <p>3.6. Confirm <i>own role and responsibilities</i> in training and assessment context with relevant parties</p> <p>3.7. Confirm stages and processes for gathering evidence for assessment, and monitoring and evaluating training with relevant parties</p>
<p>4. Select and apply a range of teaching strategies to develop language, literacy and numeracy skills relevant to vocational context</p>	<p>4.1. Evaluate <i>teaching strategies</i> to determine those most appropriate for individual learners in particular vocational context</p> <p>4.2. Apply strategies to interpret, explain and produce features of spoken and written English texts used within vocational context</p> <p>4.3. Teach terminology and language of the industry and workplace</p>

ELEMENT	PERFORMANCE CRITERIA
	4.4. Apply strategies to interpret and teach mathematical features 4.5. Incorporate <i>adult learning practices</i> 4.6. <i>Work with VET colleagues</i> to develop their approach to addressing language, literacy and numeracy issues within their training
5. Participate in assessment processes	5.1. Make assessment arrangements consistent with quality compliance processes 5.2. Provide advice to vocational trainers and assessors about appropriate reasonable adjustment in conducting assessments 5.3. Complete reports as required by relevant bodies
6. Evaluate support services	6.1. Review the support services in collaboration with others 6.2. Modify the support services in line with recommendations from the review

Required Skills and Knowledge

Required knowledge
<ul style="list-style-type: none"> • adult learning principles and practices as they relate to teaching practice • experiential, participative and projective instructional methods • language, literacy and numeracy skill development • national standards, such as: <ul style="list-style-type: none"> • Australian Core Skills Framework (ACSF) • International Second Language Proficiency Rating (ISLPR) scale • policies and procedures of the training organisation based on the requirements of the Australian Quality Training Framework (AQTF) • training specifications of the VET sector • sufficient knowledge of relevant industry or technical area in which working, including language, reading and writing, and calculation requirements to enable the: <ul style="list-style-type: none"> • identifying and teaching of underpinning skills • customising of learning materials, methods and strategies • teaching of vocationally relevant terminology • theoretical approaches to adult language, literacy and numeracy teaching

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, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- undertake research resulting in a profile of language, literacy and numeracy requirements of vocational context
- develop sample of learner profiles with analyses of individual's literacy and numeracy skills, and teaching notes developed by the candidate, including activities and resources
- collaborate with others in the VET context
- develop an outline of strategies for language, literacy and numeracy support implemented in vocational training
- evaluate support strategies and resulting outcomes.

Context of and specific resources for assessment

Assessment must ensure access to:

- learners in vocational programs
- wide range of resources appropriate for language, literacy and numeracy delivery in vocational contexts
- access to vocational teaching colleagues.

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.

Method of assessment

A range of appropriate assessment methods should be used to determine competency. The following examples are appropriate for this unit:

- evaluation of a report or case study
- questioning to establish required knowledge
- review of third-party reports
- review of work samples.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- TAELLN701A Analyse and apply adult literacy teaching practices
- TAELLN702A Analyse and apply adult numeracy teaching practices.

Range Statement

RANGE STATEMENT	
<p>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.</p>	
<p><i>Broad issues for involvement</i> may include:</p>	<ul style="list-style-type: none"> • developing capacity of vocational trainers to support learners with language, literacy and numeracy needs • developing language, literacy and numeracy skills of learners to allow them to complete training or further training successfully • meeting quality compliance requirements, such as AQTF standards • meeting the language, literacy and numeracy or communication skill requirements of a relevant industry Training Package or accredited vocational course.
<p><i>Relevant parties</i> may include:</p>	<ul style="list-style-type: none"> • enterprise personnel where there is an on-the-job component of training • school personnel responsible for VET in schools arrangements • those responsible for managing quality compliance within the training organisation • those responsible for vocational training.
<p><i>Training specifications</i> may include:</p>	<ul style="list-style-type: none"> • accredited courses • manufacturer specifications • standard operating procedures • Training Packages.
<p><i>Workplace practices</i> may include:</p>	<ul style="list-style-type: none"> • enterprise-specific language, literacy and numeracy demands where known • industry expectations of language, literacy and numeracy skills • practices around core and incidental work activities.
<p><i>Profile of potential participants</i> may include:</p>	<ul style="list-style-type: none"> • accounts of learners' previous formal education and training experience • background information, such as age or gender • existing skills of learners in relation to work context • learners' attitudes to assessment • learners' perceptions of their learning needs • learners with identified language, literacy and numeracy needs, such as:

RANGE STATEMENT	
	<ul style="list-style-type: none">• those with a low level of formal education• first language, if from a language background other than English.

RANGE STATEMENT	
Identifying language, literacy and numeracy skills may be:	<ul style="list-style-type: none"> • a formal or informal process as required by particular context • consistent with requirements of assessment frameworks, such as the ACSF or ISLPR.
Diagnostic judgements may include:	<ul style="list-style-type: none"> • areas of strengths • specifics of areas in need of improvement • those based on sound knowledge of English phonological, grammatical and lexical systems.
Most appropriate mode(s) of training may include:	<ul style="list-style-type: none"> • delivering course focusing on language, literacy and numeracy underpinning skills of specific units of competency of a Training Package • developing and customising self-access resources for an independent learning centre • developing assessment tools and training support materials for language, literacy and numeracy across a qualification or a range of qualifications • providing specialist course for selected participants, including one-to-one, small group, classroom, face-to-face, distance and on-the-job support • referring to bridging programs with focus on developing language, literacy and numeracy skills • teaching workplace communication and numeracy skills contextualised into relevant industry area • working alongside vocational practitioners to provide language, literacy and numeracy support to learners.
Training arrangements may include:	<ul style="list-style-type: none"> • scheduling of training, including classes, team teaching, one-to-one, self-access, online, and combinations of these • time arrangements, including during class, in learners' own time, and self-access • suitable training venues • teaching equipment • program promotion strategies.
Own role and responsibilities may include:	<ul style="list-style-type: none"> • area of specialisation • arrangements about assessments of technical areas • relationships with other training organisation personnel • reporting arrangements.
Teaching strategies may include:	<ul style="list-style-type: none"> • influential theories in adult literacy pedagogy, including: <ul style="list-style-type: none"> • psycholinguistics • sociolinguistics

RANGE STATEMENT	
	<ul style="list-style-type: none"> • humanistic and progressivist pedagogy • critical pedagogy • influential theories in adult numeracy pedagogy, including: <ul style="list-style-type: none"> • transmission • constructivism • cultural use of specific mathematics • critical numeracy • language teaching methodologies, including communicative language teaching.
<i>Adult learning practices</i> may include:	<ul style="list-style-type: none"> • assisting learners to assume increasing responsibility for: <ul style="list-style-type: none"> • defining their learning objectives • planning their language, literacy and numeracy learning in relation to vocational objectives • evaluating their own progress.
<i>Working with VET colleagues</i> may include:	<ul style="list-style-type: none"> • exchanging information about specific individual learner or group needs • sharing ways to identify learners with language, literacy and numeracy needs • suggesting ways to design materials to make them more reader-friendly • supporting them in implementing training customised to meet learners' language, literacy and numeracy needs • using inclusive teaching strategies.

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Unit Sector(s)

Unit sector	
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Competency field

Competency field	Language, literacy and numeracy practice
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Co-requisite units

Co-requisite units	
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