



Australian Government

Department of Education, Employment and Workplace Relations

TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program

Release: 1

TAELLN805A Formulate strategy for adult language, literacy and numeracy skill development in a community program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to formulate and lead a strategy for adult language, literacy and numeracy skill development in a community program. The unit addresses the research, analysis and application of practice that supports language, literacy and numeracy development in community programs.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to adult language, literacy and numeracy practitioners who draw on their skills and knowledge to formulate and implement strategies to support programs that meet community needs.</p> <p>Community organisations may seek to create awareness of a community or personal issue, such as health literacy or financial literacy, and to change behaviour in relation to it. Support from adult language, literacy and numeracy practitioners may be required to ensure the program reaches the widest possible audience by identifying and addressing language, literacy and numeracy barriers to participation, and developing strategies to assist individuals to achieve their personal goals by developing underpinning language, literacy and numeracy skills.</p> <p>Community programs may also teach skill development in non-vocational areas, such as basic computing, personal budgeting or cooking. An adult language, literacy and numeracy practitioner may identify underpinning skills needed for successful completion of these courses and develop strategies to support delivery.</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

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify purpose for involvement	1.1. Identify goals for community program through consultation with relevant personnel 1.2. Clarify and define role of adult language, literacy and numeracy practitioner with community program personnel 1.3. Identify funding source and note parameters of program focus 1.4. Identify evaluation and reporting requirements
2. Analyse language, literacy and numeracy requirements of community program	2.1. Analyse English language, literacy and numeracy implications of program goals 2.2. Examine potential risks relating to language, literacy and numeracy impacting on effectiveness of community program 2.3. Identify intended target group in consultation with program managers 2.4. Investigate possible issues for the target group in meeting program goals
3. Provide leadership in designing language, literacy and numeracy support for the program	3.1. Design the most appropriate strategy, based on theoretical understandings of adult language, literacy and numeracy 3.2. Recommend the most appropriate strategy given the profile of the target group and the program goals 3.3. Confirm the language, literacy and numeracy component of the overall project plan with community program personnel 3.4. Develop an evaluation strategy to enable ongoing monitoring of the language, literacy and numeracy component
4. Implement support for the program	4.1. Establish project support systems with community program personnel 4.2. Design and develop resources that address the language, literacy and numeracy components of the program
5. Devise a communications strategy	5.1. Analyse possible barriers to communication with the target group 5.2. Draft guidelines to support the development of communication with the target group at an appropriate language and literacy level 5.3. Analyse communications to ensure compliance with guidelines
6. Review the language, literacy and numeracy	6.1. Implement the evaluation strategy 6.2. Review the implementation of the language, literacy

ELEMENT	PERFORMANCE CRITERIA
component of the project plan	and numeracy component periodically and make modifications when required 6.3. Review project outcomes for target group 6.4. Meet reporting requirements of stakeholder groups

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
 - identify and analyse the language, literacy and numeracy embedded in community issues and activities
 - interpret information from a range of sources to identify and respond to project goals, skills of the target group and learning styles
 - make judgements about project activities based on analysis and interpretation
 - synthesise information from complex and, at times, conflicting interpretations
- communication skills to:
 - ask open-ended questions to provide others with opportunities to explain strategies
 - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
 - give clear explanations, present concepts clearly and respond to questions effectively
 - give presentations to promote the program
 - liaise effectively with all members of the project team
 - listen in order to make notes from spoken texts across a range of contexts
 - make hypotheses, plan and influence others
 - paraphrase as part of effective listening techniques
 - vary talk to adjust to the English language level of others, including code-shifting activities where relevant
- computer skills to use software packages, such as word processing and presentation software
- initiative, enterprise and creativity to:
 - develop resources and materials to meet needs of community projects
 - formulate strategies in response to community needs
- literacy skills to:
 - complete documentation required
 - design communications at an appropriate level
 - design resources at an appropriate level to meet goals of project
 - examine materials developed by the project team, and analyse the language, literacy and numeracy demands
 - generate complex texts, demonstrating control over a broad range of styles and purpose
 - use and experiment with a broad range of structures and features when writing

REQUIRED SKILLS AND KNOWLEDGE

- write complex texts that meet audience needs and purpose of text
- numeracy skills to design strategies to embed mathematical processes in routine tasks
- research skills to:
 - analyse data about the literacy and numeracy levels of the Australian community
 - locate and evaluate successful solutions in other environments
 - locate general information to inform the project
- teamwork skills to work collaboratively with stakeholders and members of the project team

Required knowledge

- adult learning principles and practices as they relate to community education
- Australian Core Skills Framework (ACSF)
- features of texts that contribute to reading difficulty
- issues in the Australian community where English language, literacy and numeracy skills may have a role
- language, literacy and numeracy demands of community and personal activities, and the way low levels of language, literacy and numeracy skills can act as a barrier for many in dealing effectively with them
- own role and responsibilities to work strategically in a community environment
- research indicating levels of English language, literacy and numeracy in Australia, both in terms of the population as a whole and sections within it
- theoretical understanding of adult language, literacy and numeracy teaching practices

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:

- describe the role of a language, literacy and numeracy practitioner within the project
- analyse English language, literacy and numeracy demands of the community program and how this analysis has been used to design strategies and resources to meet needs of a community project
- develop products for the project
- develop a communication strategy
- review and evaluate language, literacy and numeracy practitioner role and contribution to project.

Context of and specific resources for assessment

Assessment must ensure:

- that the context is a real or simulated community project
- access to team members
- access to opportunities to design language, literacy and numeracy strategies for a community project.

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 authenticated evidence from a community project, including work samples verified by supervisor
- evaluation of a report, case study or presentation examining strategies and resources developed to meet the goals of a community project and rationale for these
- questioning to establish required knowledge.

Guidance information for assessment

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

- TAELLN804A Design programs to develop adult language, literacy and numeracy skills
- TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development

EVIDENCE GUIDE	
	program.

Range Statement

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.

<p><i>Goals for community program</i> may include:</p>	<ul style="list-style-type: none"> • developing an awareness campaign addressing personal issues that have implications for the community as a whole, for example health management programs such as diabetes awareness and management • developing programs that address areas of community need, such as using the internet and social networking sites for older citizens • meeting a specific objective, such as classes to inform the community about introduction of new fire safety support systems.
<p><i>Role</i> may include:</p>	<ul style="list-style-type: none"> • alerting project team members to potential language, literacy and numeracy issues that may affect project outcomes in a community context, such as: <ul style="list-style-type: none"> • attitudinal barriers • confidentiality issues relating to language, literacy and numeracy identification procedures • cross-cultural awareness and sensitivity • learners with multiple needs • analysing material developed by the project team to ensure language style does not create barriers for potential readers • developing resources to support particular aspects of the program • mentoring other project team members in language, literacy and numeracy issues.
<p><i>Language, literacy and numeracy implications of program goals</i> may include:</p>	<ul style="list-style-type: none"> • identifying requirements for a communication strategy • language, literacy and numeracy skills required to be able to perform target behaviours.
<p><i>Potential risks</i> may include:</p>	<ul style="list-style-type: none"> • high levels of English language, literacy and numeracy skills required for certain activities acting as a barrier to shifts in target behaviour • complex explanations not easily understood by target group, leading to advice being ignored or mistaken.

RANGE STATEMENT	
<i>Intended target group</i> may include:	<ul style="list-style-type: none"> • specific gender • specific groups • specific language and cultural backgrounds • overall population • those wanting to develop specific skills.
<i>Theoretical understandings</i> may include:	<ul style="list-style-type: none"> • how language is structured to: <ul style="list-style-type: none"> • achieve a range of social purposes • establish and maintain social relationships • construct texts • features of written and spoken English across a diverse range of genres • social practices involved in reading, writing, visual literacy, talking and listening.
<i>Appropriate strategies</i> may include:	<ul style="list-style-type: none"> • delivering training focusing on identified language, literacy and numeracy underpinning skills • developing a communication strategy • developing resources designed for those with low levels of English language, literacy and numeracy • mentoring others in the community organisation in language, literacy and numeracy • strategies for specific groups or individuals.
<i>Evaluation strategy</i> may include:	<ul style="list-style-type: none"> • evaluation instruments, such as: <ul style="list-style-type: none"> • surveys • structured interviews • questionnaires • observations • feedback or debriefing from group discussions or meetings of stakeholders • evaluation processes that include: <ul style="list-style-type: none"> • defining the purpose and audience • planning the evaluation • gathering the data • analysing and interpreting the data • using the findings to improve processes, practices, systems or outcomes • gathering qualitative and quantitative data to review and monitor project outcomes and to initiate corrective action when required.
<i>Guidelines</i> may include:	<ul style="list-style-type: none"> • taking account of factors that contribute to difficult communication, such as:

RANGE STATEMENT	
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	<ul style="list-style-type: none">• complexity of sentence structure• layout, including:<ul style="list-style-type: none">• dense text• text not supported by visual cues• length, including:<ul style="list-style-type: none">• overall length• length of sentences• unclear sequencing of information• vocabulary, including:<ul style="list-style-type: none">• jargon• not-widely recognised technical terms• idioms.
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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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