



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAEELN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program**

**Release: 1**

## **TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program**

### **Modification History**

Not applicable.

### **Unit Descriptor**

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to design, implement and evaluate an adult language, literacy and numeracy professional development program.</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

<b>Application of the unit</b>	<p>This unit applies to those involved in the educational leadership of adult language, literacy and numeracy professional development programs.</p> <p>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.</p> <p>Professional development programs also occur in community settings, such as in volunteer adult literacy programs.</p> <p>Professional development programs may be formal or informal. Examples of formal programs include delivery of:</p> <ul style="list-style-type: none"><li>• TAELLN401A Address adult language, literacy and numeracy skills</li><li>• TAELLN501A Support the development of adult language, literacy and numeracy skills</li><li>• TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.</li></ul>
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## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>	
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## Employability Skills Information

<b>Employability skills</b>	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
1. Design an adult language, literacy and numeracy professional development program	<p>1.1. Identify skills and skill development requirements of individuals and teams</p> <p>1.2. Formulate an <b><i>adult language, literacy and numeracy professional development program plan</i></b> in consultation with <b><i>stakeholders</i></b></p> <p>1.3. Design program to reflect <b><i>social and educational context</i></b> in which it operates</p> <p>1.4. Determine <b><i>mode and methods for professional development program</i></b></p> <p>1.5. Design <b><i>participant selection criteria</i></b></p> <p>1.6. <b><i>Design</i></b> adult language, literacy and numeracy professional development training sessions</p> <p>1.7. Design processes for monitoring and evaluating professional development program</p>
2. Implement and deliver program plan	<p>2.1. Clarify <b><i>responsibilities of parties</i></b> involved in adult language, literacy and numeracy professional development program</p> <p>2.2. Design <b><i>professional development activities</i></b> as required</p> <p>2.3. Locate and develop <b><i>resources</i></b> to support program</p> <p>2.4. Choose, sequence and conduct professional development activities</p> <p>2.5. Use formal and informal monitoring to support the professional development, and provide <b><i>feedback</i></b></p> <p>2.6. Undertake assessment of participants and provide <b><i>support</i></b> as required</p> <p>2.7. Maintain records as required by the training organisation</p>
3. Evaluate professional development program outcomes	<p>3.1. Implement <b><i>program evaluation</i></b></p> <p>3.2. Complete <b><i>program evaluation report</i></b> for stakeholders</p> <p>3.3. Introduce changes to program in response to strategic analysis and participant feedback</p>

## 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 collect, analyse and interpret data using a range of methods
- communication skills to:
  - adjust teacher talk to the English language level of the participants
  - advocate on behalf of others
  - explain concepts clearly
  - model collaborative communication and learning
  - provide corrective feedback
  - promote the program in the community, training organisation or workplace
  - seek opinions and elicit feedback from a range of stakeholders
- computer skills to use:
  - email, internet and telephone messaging
  - software packages, such as educational software
- interpersonal skills to:
  - maintain relationships with participants
  - relate to people from a range of backgrounds and with a range of skills
  - use active listening skills
- literacy skills to:
  - complete documentation required to conduct the course
  - design and produce teaching and learning materials
  - model written genres
- planning and organising skills to design, plan and implement a professional development program
- research and learning skills to:
  - maintain relevant data about language, literacy and numeracy issues in Australia and globally
  - pursue new knowledge through reading of professional journals and participation in conferences
  - research current issues in adult language, literacy and numeracy teaching
- teamwork skills to:
  - consult with relevant parties to get support for the implementation of the plan
  - network with others

#### Required knowledge

## **REQUIRED SKILLS AND KNOWLEDGE**

- adult learning principles, as they relate to professional development programs
- adult language, literacy and numeracy issues as they apply in workplace, community and training contexts
- adult language, literacy and numeracy teaching approaches
- changes in the Australian economic and industrial context, community context and training context that can impact on literacy and numeracy skills requirements
- data collection methods
- legislation, codes of practice and national standards, such as:
  - training organisation quality compliance policies and procedures
  - equal opportunity legislation
  - English language, literacy and numeracy frameworks, such as the Australian Core Skills Framework (ACSF)
- range of circumstances and special requirements of the adult learner group likely to access a literacy and numeracy program
- range of teaching and learning resources
- social and educational context in which the program operates
- theories that inform 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:

- develop an adult language, literacy and numeracy professional development plan, with stakeholder support
- develop an adult language, literacy and numeracy professional development training program, which demonstrates significant depth of knowledge of strategies to support adults wanting to develop language, literacy and numeracy skills
- plan and deliver activities to support professional development program
- provide a program evaluation report
- demonstrate changes made to the program as a result of feedback.

#### Context of and specific resources for assessment

Assessment must ensure access to:

- an actual or simulated environment
- appropriate adult literacy and numeracy professional development facilities
- media equipment
- research materials.

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 portfolio of evidence
- review of applied projects and learning activities, such as reports and case studies
- questioning to establish required knowledge
- review of work samples verified by supervisor.

#### Guidance information for assessment

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

- TAELLN801A Analyse policy and formulate strategic language, literacy and numeracy response



<b>EVIDENCE GUIDE</b>	
	<ul style="list-style-type: none"><li>• TAELLN803A Formulate workplace strategy for adult language, literacy and numeracy skill development.</li></ul>

## 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><b><i>Adult language, literacy and numeracy professional development program</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• community-based volunteer tutor training programs, where volunteer tutors work with adults to improve skills and knowledge</li> <li>• programs in training organisations where an experienced adult language, literacy and numeracy practitioner develops the skills of other colleagues so that they can work with learners enrolled in VET programs, or adult language, literacy and numeracy programs</li> <li>• programs in the workplace where an experienced adult language, literacy and numeracy practitioner works with other training colleagues to develop their skills in training in adult literacy and numeracy.</li> </ul>
<p><b><i>Program plan</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• goals and principles of program</li> <li>• participants</li> <li>• possible risks and strategies to avert them</li> <li>• program content</li> <li>• projected outcomes</li> <li>• resources required</li> <li>• responsibilities of parties involved in the program.</li> </ul>
<p><b><i>Stakeholders</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• language, literacy and numeracy colleagues</li> <li>• managers of community programs</li> <li>• other vocational education and training (VET) colleagues</li> <li>• policy makers</li> <li>• program managers within VET environment</li> <li>• workplace personnel.</li> </ul>
<p><b><i>Social and educational context</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• community context</li> <li>• training organisation context</li> <li>• workplace context.</li> </ul>
<p><b><i>Mode and methods for professional development program</i></b></p>	<ul style="list-style-type: none"> <li>• classroom delivery</li> <li>• flexible delivery methods</li> <li>• individual or small group mentoring</li> <li>• providing expert advice to technical trainers, as</li> </ul>

<b>RANGE STATEMENT</b>	
may include:	required.

## RANGE STATEMENT

<b><i>Participants</i></b> may include:	<ul style="list-style-type: none"> <li>adults who wish to assist a learner with reading, writing, oral communication and numeracy skills</li> <li>those enrolled in TAELLN401A Address adult language, literacy and numeracy skills</li> <li>those enrolled in TAELLN501A Support the development of adult language, literacy and numeracy skills</li> <li>those enrolled in TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice</li> <li>those working within a training organisation, a workplace or in a voluntary role in the community.</li> </ul>
<b><i>Selection criteria</i></b> may include:	<ul style="list-style-type: none"> <li>ability to meet legal and regulatory requirements</li> <li>availability to participate in training and ongoing professional development</li> <li>meeting a range of criteria which may affect relationship-building with an adult in a community program, such as particular skills, interests and availability</li> <li>meeting the entry requirements of relevant qualifications</li> <li>self-audit of training needs, including: <ul style="list-style-type: none"> <li>developing strategies for evaluating and reflecting on own learning strengths and weaknesses</li> <li>with assistance, developing or revising individualised plans and strategies to achieve goals.</li> </ul> </li> </ul>
<b><i>Design</i></b> may include:	<ul style="list-style-type: none"> <li>adult learning theories and learning styles</li> <li>analysis of language, literacy and numeracy: <ul style="list-style-type: none"> <li>integrated into training specifications, such as Training Packages or accredited curriculum</li> <li>involved in community participation</li> <li>underpinning workplace activity</li> </ul> </li> <li>examination of adult language, literacy and numeracy learner profiles, including: <ul style="list-style-type: none"> <li>background information or case studies, which include factors that typically affect language, literacy and numeracy skill development</li> <li>goals and needs of adult learners consistent with the program's context</li> <li>impetus for adult learners to participate in language, literacy and numeracy programs, including developing literacy and numeracy skills for a variety</li> </ul> </li> </ul>

## RANGE STATEMENT

	<p>of purposes, such as:</p> <ul style="list-style-type: none"> <li>• community participation</li> <li>• coping better with bureaucratic demands of Australian society</li> <li>• dealing with technology</li> <li>• employment-related reasons</li> <li>• improved outcomes from training</li> <li>• personal needs</li> <li>• learning strategies</li> <li>• language, literacy and numeracy skills aligned to frameworks, such as the ACSF</li> <li>• third-party reports from interested others</li> <li>• statistical information, such as levels of adult language, literacy and numeracy in the Australian community</li> <li>• program guidelines, such as those relating to confidentiality</li> <li>• teaching strategies and learning resources</li> <li>• TAELLN401A Address adult language, literacy and numeracy skills</li> <li>• TAELLN501A Support the development of adult language, literacy and numeracy skills</li> <li>• TAE70110 Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.</li> </ul>
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<b>RANGE STATEMENT</b>	
<b><i>Responsibilities of parties</i></b> may include:	<ul style="list-style-type: none"> <li>responsibilities of the program leader, such as: <ul style="list-style-type: none"> <li>educational quality of program</li> <li>maintaining knowledge of current research</li> <li>program management</li> <li>risk management</li> <li>support for program participants</li> </ul> </li> <li>responsibilities of program participants, such as: <ul style="list-style-type: none"> <li>working in accordance with program's guidelines</li> <li>working in accordance with training organisation's policies and procedures</li> </ul> </li> <li>joint responsibility to develop a program for adult learners wishing to develop literacy and numeracy skills, including: <ul style="list-style-type: none"> <li>learning activities and resources to develop language, literacy and numeracy skills</li> <li>sequencing of activities guided by theoretical understandings of skill development</li> <li>teaching activities to develop language, literacy and numeracy skills relevant to the goals, learning styles and strategies of learners.</li> </ul> </li> </ul>
<b><i>Professional development activities</i></b> may include:	<ul style="list-style-type: none"> <li>activities to support adult learning</li> <li>activities to support literacy and numeracy learning</li> <li>adult language, literacy and numeracy teaching strategies</li> <li>activities to cover legislation, codes of practice and national standards.</li> </ul>
<b><i>Resources</i></b> may include:	<ul style="list-style-type: none"> <li>human resources, such as: <ul style="list-style-type: none"> <li>content experts</li> <li>representatives of support agencies</li> <li>technical experts</li> </ul> </li> <li>learning resources, such as: <ul style="list-style-type: none"> <li>teaching strategies</li> <li>those supporting long-term goals of adults</li> <li>those that develop language, literacy and numeracy skills.</li> </ul> </li> </ul>
<b><i>Feedback</i></b> may include:	<ul style="list-style-type: none"> <li>advice in relation to personal, social and educational matters that may affect learning</li> <li>advice regarding theoretical understandings of adult language, literacy and numeracy, learning theories and suitable resources</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• adult learning principles, such as collaborative communication and learning approaches</li> <li>• technical aspects of training requirements.</li> </ul>
<i><b>Program evaluation</b></i> may include:	<ul style="list-style-type: none"> <li>• evaluation instruments, such as: <ul style="list-style-type: none"> <li>• surveys</li> <li>• structured interviews</li> <li>• questionnaires</li> <li>• observations</li> <li>• feedback or debriefing from group discussions or meetings of stakeholders</li> </ul> </li> <li>• reflection on own professional practice</li> <li>• gathering qualitative and quantitative data to review and monitor training outcomes and to initiate corrective action when required.</li> </ul>
<i><b>Program evaluation report</b></i> may include:	<ul style="list-style-type: none"> <li>• data gained through monitoring and evaluation</li> <li>• outcomes from program, possibly in relation to participants' original goals and learning objectives</li> <li>• outcomes in relation to skills and knowledge in delivering literacy and numeracy</li> <li>• student contact hours provided.</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Language, literacy and numeracy practice
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## Co-requisite units

<b>Co-requisite units</b>	
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