



Australian Government

TAELLN511 Lead the development of adult literacy skills

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAELLN501 Support the development of adult language, literacy and numeracy skills.

Application

This unit describes the skills and knowledge required to provide literacy advice to vocational education and training (VET) teachers, trainers and assessors; and assist them to identify and support learners and candidates in vocational training and assessment with support needs in relation to their digital literacy, learning, reading, writing, and oral communication skills.

This unit includes analysing the literacy skill demands of nationally recognised training products, and workplace, learning and assessment context tasks and texts, and using current authorised Australian foundation skill frameworks.

This unit applies to experienced VET teachers, trainers and assessors who use a range of technical and training competencies to lead other VET teachers, trainers and assessors and support the development of literacy skills in vocational training and assessment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Foundation skills 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. Advise on literacy demands	1.1 Access nationally recognised training products and analyse their literacy demands using current authorised Australian foundation skill frameworks 1.2 Analyse literacy demands essential to the workplace context and workplace performance using current authorised Australian

ELEMENTS	PERFORMANCE CRITERIA
	foundation skill frameworks 1.3 Analyse literacy demands of the learning and assessment context using current authorised Australian foundation skill frameworks 1.4 Share information and provide advice on literacy demands
2. Advise on literacy skill support needs of learners	2.1 Collect and analyse information about individual learner and candidate backgrounds to identify strengths and limitations relevant to literacy skill development 2.2 Plan and conduct literacy assessment using validated assessment tasks 2.3 Analyse literacy assessment results using current authorised Australian foundation skill frameworks to determine literacy skill levels 2.4 Analyse and compare literacy demands and learner literacy skill levels to determine the literacy skill support needs 2.5 Share information and provide advice on literacy skill assessment, levels and support needs
3. Advise on literacy skill development	3.1 Use current authorised Australian foundation skill frameworks to review and tailor training strategies to support the development of literacy skills 3.2 Use current authorised Australian foundation skill frameworks to review and tailor assessment strategies to support assessment while maintaining the rigour of the assessment process 3.3 Research, access, review and modify learning resources to support the development of learners with literacy skill support needs 3.4 Research, access, review and modify assessment resources to support the assessment of candidates with literacy skill support needs while maintaining the rigour of the assessment process 3.5 Mentor and provide literacy skill advice to colleagues to support the development of their training and assessment practices
4. Participate in professional development activities	4.1 Review own adult literacy professional practice and identify opportunities for improving practice 4.2 Access and interpret current adult literacy research and incorporate findings into own practice 4.3 Interact with professional adult literacy networks to share practice and maintain currency of practice

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	• Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information
Reading	• Interprets and explains written texts to inform literacy skill assessment and strategy development
Writing	• Develops and maintains accurate documentation using language appropriate to audience and context, including learning and assessment materials
Oral communication	• Leads verbal exchanges using techniques that effectively provide and elicit information, and facilitate professional development • Interprets and explains oral texts to inform literacy skill assessment and strategy development
Numeracy	• Interprets, analyses and communicates assessment results
Teamwork	• Collaborates, seeks feedback and shares knowledge and experience with others to confirm understanding and to develop improved practice
Problem solving	• Identifies and responds to problems and opportunities for improvement, and considers options for different approaches

Unit Mapping Information

Supersedes and is not equivalent to TAELLN501 Support the development of adult language, literacy and numeracy skills.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAELLN511 Lead the development of adult literacy skills

Modification History

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Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAE LLN501 Support the development of adult language, literacy and numeracy skills.

Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead the development of adult literacy skills by providing advice to at least 3 vocational education and training (VET) teachers, trainers or assessors.
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In the course of the above, the individual must:

- analyse and provide advice on the digital literacy, learning, reading, writing, and oral communication skill demands of workplace, learning and assessment context texts and tasks for at least 3 learners
- assess, analyse and provide advice on the digital literacy, learning, reading, writing, and oral communication skill levels of each of the above learners
- develop, review and provide advice on training and assessment strategies that address digital literacy, learning, reading, writing, and oral communication skill support needs for the each of the above learners
- research, access, review, modify and provide advice on learning and assessment resources that address digital literacy, learning, reading, writing, and oral communication skill support needs for each of the above learners
- participate in 2 different professional development activities to extend own practice in supporting adult literacy development.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current function of digital literacy, learning, reading, writing, and oral communication skills in Australian society, including how those skills impact on an individual's participation in work, training and community contexts

- current digital literacy, learning, reading, writing, and oral communication skills competence of Australian adults and youth in authoritative research and surveys, including in VET and in relation to literacy skill competence
- features and components of current authorised Australian foundation skill frameworks that describe adult literacy skills, and how they can be used to describe the digital literacy, learning, reading, writing, and oral communication skill requirements integral to vocational competence
- uses of current authorised Australian foundation skill frameworks that describe adult literacy skills in the design of training and assessment strategies and development of learning and assessment resources appropriate to learner and candidate digital literacy, learning, reading, writing, and oral communication skill gaps
- features of validated digital literacy, learning, reading, writing, and oral communication assessment tasks and the validation process
- strategies and resources used to build digital literacy, learning, reading, writing, and oral communication skills required by the work context, including:
 - use and role of digital technology to underpin literacy development:
 - use and application of devices used in the workplace
 - use and application of software applications in the workplace
- relationship between literacy, language and numeracy, including:
 - how literacy, language and numeracy are related, and interdependent, in work, training and community participation
 - how literacy skill development is related to language skills
 - how the difficulty of a literacy task can be related to a combination of literacy and language demands
- effect of context on literacy skill use, including:
 - how the choice of linguistic style is affected by roles and relationships
 - how levels of formality are affected by variables including 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
- strategies for approaching written tasks and texts and their relationship to the purpose of reading, including skimming, scanning and critical analysis
- types of professional development activities that can be used to extend own practice in supporting adult literacy practice.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment. Evidence gathered for assessment may include that collected in real time or via a submitted recording.

This includes access to:

- VET teachers, trainers and assessors.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of current authorised Australian foundation skill frameworks, and
- be able to demonstrate experience, skills and knowledge in the vocational contextualisation and assessment of literacy skills, and
- have achieved the following or equivalent:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111) or equivalent, or
 - higher education qualifications relating to literacy skill development in adult education or vocational education.

Links

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<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>