



Australian Government

TAELLN512 Lead the development of adult numeracy skills

Release: 1

TAELLN512 Lead the development of adult numeracy skills

Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Newly created unit.

Application

This unit describes the skills and knowledge required to provide numeracy 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 numeracy skill gaps, including digital literacy, learning and numeracy skills.

This unit includes analysing the numeracy 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 numeracy 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 numeracy demands	1.1 Access nationally recognised training products and analyse their numeracy demands using current authorised Australian foundation skill frameworks 1.2 Analyse numeracy demands essential to the workplace context and workplace performance using current authorised Australian foundation skill frameworks

ELEMENTS	PERFORMANCE CRITERIA
	1.3 Analyse numeracy demands of the learning and assessment context using current authorised Australian foundation skill frameworks 1.4 Share information and provide advice on numeracy demands
2. Advise on numeracy skill support needs of learners	2.1 Collect and analyse information about individual learner and candidate backgrounds to identify strengths and limitations relevant to numeracy skill development 2.2 Plan and conduct numeracy assessment using validated assessment tasks 2.3 Analyse numeracy assessment results using current authorised Australian foundation skill frameworks to determine numeracy skill levels 2.4 Analyse and compare numeracy demands and learner numeracy skill levels to determine the numeracy skill gaps 2.5 Share information and provide advice on numeracy skill assessment, levels and gaps
3. Advise on numeracy skill development	3.1 Use current authorised Australian foundation skill frameworks to review and tailor training strategies to support the development of numeracy 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 numeracy skills gaps 3.4 Research, access, review and modify assessment resources to support the assessment of candidates with numeracy skill gaps while maintaining the rigour of the assessment process 3.5 Mentor and provide numeracy 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 numeracy professional practice and identify opportunities for improving practice 4.2 Access and interpret current adult numeracy research and incorporate findings into own practice 4.3 Interact with professional adult numeracy 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 numeracy 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 numeracy skills assessment and strategy development
Numeracy	• Interprets and discusses mathematical information embedded in workplace, learning and assessment context texts and tasks • 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

No equivalent unit.

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 TAELLN512 Lead the development of adult numeracy skills

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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 numeracy 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 and numeracy 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 and numeracy skill levels of each of the above learners
- develop, review and provide advice on training and assessment strategies that address digital literacy, learning and numeracy skill gaps for the each of the above learners
- research, access, review, modify and provide advice on learning and assessment resources that address digital literacy, learning and numeracy skill gaps for the each of the above learners
- participate in 2 different professional development activities to extend own practice in supporting adult numeracy 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 and numeracy skills in Australian society, including how those skills impact on an individual's participation in work, training and community contexts
- current digital literacy, learning and numeracy skill competence in Australian adults and youth in authoritative research and surveys, including in VET and in relation to numeracy skill competence

- features and components of current authorised Australian foundation skill frameworks that describe adult numeracy skills, and how they can be used to describe the digital literacy, learning, and numeracy skill requirements integral to vocational competence
- uses of current authorised Australian foundation skill frameworks that describe adult numeracy skills in the design of training and assessment strategies and development of learning and assessment resources appropriate to learner and candidate digital literacy, learning, and numeracy gaps
- features of validated digital literacy, learning and numeracy assessment tasks and the validation process
- prevalence of maths anxiety in society, how maths anxiety negatively impacts numeracy participation and skill development, and strategies for identifying and working with adults with maths anxiety
- strategies and resources used to build digital literacy, learning and numeracy skills required by the work context, including:
 - use and role of digital technology to underpin numeracy development:
 - use and application of tools and devices used in the workplace
 - use and application of software applications in the workplace
- relationship between numeracy, mathematics, literacy and problem solving, including:
 - how numeracy and mathematics are related, and interdependent in work, education and the community participation
 - how numeracy and literacy are related, and interdependent, in work, education and the community participation
 - how numeracy skill development is related to literacy skills
 - how the difficulty of a numeracy task can be related to a combination of mathematical and literacy demands
 - how the difficulty of a numeracy task can be related to a combination of mathematical and problem-solving processes, including estimating and reflecting
- effect of context on numeracy skill use, including:
 - how levels of formality of mathematical language and symbols 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 numeracy tasks and their relationship to the purpose of using and applying mathematics
- types of professional development activities that can be used to extend own practice in supporting adult numeracy 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 numeracy 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 numeracy skills 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>