



**Australian Government**

# **Assessment Requirements for TAELLN801 Analyse and apply adult literacy teaching practices**

**Release: 2**

## Assessment Requirements for TAELLN801 Analyse and apply adult literacy teaching practices

### Modification History

| Release   | Comments                                                                                                     |
|-----------|--------------------------------------------------------------------------------------------------------------|
| Release 1 | This unit of competency first released with <i>TAE Training and Education Training Package Version 1.0</i> . |

### Performance Evidence

Evidence of the ability to:

- analyse the literacy demands of a VET delivery context and the literacy needs of those participating in literacy provision with reference to national standards and frameworks
- develop and evaluate learner profiles for at least 2 adult literacy learners using a range of resources and frameworks to capture relevant information incorporating diversity of skills, backgrounds and learning goals
- plan a series of adult literacy teaching activities, comprising at least 5 sessions, for a specific VET context and learner group, integrating the macro skills of reading, writing, speaking and listening, and:
  - selecting and using a range of learning resources and teaching approaches to develop adult literacy skills based on adult learning principles and practices, and the identified needs of the learner group
  - documenting at least 2 reading and 2 writing activities and 2 speaking and listening activities to deliver within a sequence of adult literacy provision
- deliver adult literacy teaching activities to at least 2 learners for a period of up to one hour each
- use formal and informal monitoring techniques to evaluate effectiveness of teaching strategies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- evaluate own literacy levels using the Australian Core Skills Framework (ACSF) and identify implications for the delivery of skills to others within a range of VET delivery contexts

- explain how the diverse needs of those participating in literacy provision impact on the design of learning programs and the selection of learning resources
- describe how aspects of applied linguistics have been used in the design of adult literacy activities to meet the needs of the learner group, incorporating:
  - code switching and use of non-standard Australian English
  - conventions of formal English in a range of genres and registers
  - text analysis
  - learner needs in a multilingual and multicultural learning environment
- explain how at least 2 adult literacy teaching theories inform own teaching practice
- explain how numeracy embedded within a literacy task can be addressed in a teaching activity.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the language, literacy and numeracy practice field of work and include access to:

- opportunities to participate in practical exercises and projects
- research about profiles of those participating in literacy provision
- resources about adult literacy theories and approaches
- resources to support adult literacy teaching.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -

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