



Australian Government

TAELLN801 Analyse and apply adult literacy teaching practices

Release: 2

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> .

Application

This unit describes the skills and knowledge required to analyse and apply effective adult literacy teaching practices to meet the needs of those participating in literacy provision in a variety of vocational education and training (VET) contexts. The unit addresses the analysis and application of literacy theories and teaching strategies.

The unit applies to those who deliver adult language, literacy and numeracy skills provision, including:

- stand-alone courses, such as are required for the Language Literacy and Numeracy Program (LLNP)
- workplace courses, such as the Workplace English Language and Literacy (WELL) program
- those delivering in vocational and community-based settings.

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

Unit Sector

Language, literacy and numeracy 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. Analyse and apply conceptual frameworks and theories underpinning literacy teaching	1.1 Examine theories that inform adult literacy teaching and their application 1.2 Identify frameworks and structures that apply to adult literacy delivery in vocational education and training (VET)

	contexts 1.3 Investigate how adult learning principles contribute to an environment conducive to developing literacy skills 1.4 Identify the range of provision for learning literacy in VET contexts
2. Research literacy requirements of those participating in literacy provision	2.1 Identify diversity of skills and backgrounds of those participating in literacy provision 2.2 Identify range of learning goals of those participating in adult literacy provision 2.3 Use validated frameworks to develop and evaluate learner LLN profiles 2.4 Review own literacy skills and knowledge in relation to addressing the skill needs of others
3. Select from a range of teaching approaches and learning resources to develop participants' literacy skills and knowledge	3.1 Evaluate teaching approaches that support the development of participants' literacy skills and knowledge in authentic and relevant contexts 3.2 Determine applicability of teaching approaches to specific needs, levels of literacy, learning styles, and context of those participating in literacy provision 3.3 Examine learning resources from traditional, new and emerging technologies, that link to literacy learning outcomes and promote learner engagement with tasks and activities 3.4 Evaluate materials relevant to social and cultural needs of those participating in literacy provision
4. Apply and evaluate strategies for teaching literacy skills and knowledge	4.1 Devise activities that integrate literacy skills appropriate to specific needs, levels of literacy, learning styles, and context of those participating in literacy provision 4.2 Devise and apply activities that integrate numeracy skills appropriate to specific needs, levels of literacy, learning styles and context of those participating in literacy provision 4.3 Apply strategies to teach reading and writing skills at text, sentence and word levels 4.4 Apply strategies to teach oral communication skills with a range of audiences 4.5 Apply strategies to develop learning skills 4.6 Use formal and informal monitoring to evaluate effectiveness of teaching strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.6	Sources, analyses and evaluates information, including conceptual frameworks and theories, in the context of learning and continuous improvement of practice
Writing	2.4, 3.1, 4.1, 4.2, 4.6	- Develops and maintains delivery and assessment documentation - Synthesises research and analysis to inform program planning and evaluation - Develops learning materials specific to context and/or learner needs
Oral Communication	1.3, 2.4, 4.2, 4.3, 4.4, 4.5	- Asks questions to elicit information from learners and other practitioners, and listens strategically and systematically to responses - Uses appropriate register, vocabulary and grammatical structures according to audience needs
Navigate the world of work	4.6	Reflects on performance as an integral part of work life, using a range of formal and informal processes
Interact with others	1.3, 2.1, 2.2, 3.2, 3.4, 4.1	- Actively seeks to understand the values, beliefs, knowledge, understandings and perspectives that others bring to the work context - Uses a range of strategies to establish a sense of connection and build rapport
Get the work done	1.4, 2.4, 3.1, 3.4, 4.1, 4.2, 4.6	- Plans effective learning programs based on understanding of learner needs - Selects or supports new ideas on the basis of their contribution to the achievement of broader goal - Reflects on decision making processes for particular contexts and the potential implications for future situations

Unit Mapping Information

Code and Title (Current Version)	Code and Title (Previous Version)	Comments	E/N
TAELLN801 Analyse and apply adult literacy teaching practices	TAELLN701A Analyse and apply adult literacy teaching practices	Updated to meet Standards for Training Packages	E

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for TAELLN801 Analyse and apply adult literacy teaching practices

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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

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