



Australian Government

Department of Education, Employment and Workplace Relations

TAEELN501A Support the development of adult language, literacy and numeracy skills

Release: 1

TAELLN501A Support the development of adult language, literacy and numeracy skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop strategies to support adults to extend their language, literacy and numeracy skills. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to practitioners in many areas in the vocational education and training (VET) sector who wish to support adults in developing their language, literacy and numeracy skills. These VET practitioners require some knowledge of adult literacy and numeracy, as well as strategies to support learners enrolled in VET courses. They may be supported by the coordinator of adult literacy and numeracy professional development programs, or other colleagues more experienced in adult literacy and numeracy provision. This unit also applies to those working in community programs, such as adult literacy and numeracy volunteer programs, who work with adults in the community wanting to develop their language, literacy and numeracy skills. The unit also applies to those in workplaces, working with those in the workforce who wish to develop their language, literacy and numeracy skills. Skills and knowledge outcomes required to recognise the language, literacy and numeracy demands of training and assessment, and tailor training and assessment to suit individual skill levels, are covered in TAELLN401A Address adult language, literacy and numeracy skills.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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Employability Skills Information

Employability skills	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. Analyse language, literacy and numeracy in current Australian context	1.1. Analyse current <i>function of language, literacy and numeracy skills in Australian society</i> 1.2. Analyse <i>profile</i> of language, literacy and numeracy competence in Australia 1.3. Analyse <i>role of context</i> in skill development 1.4. Analyse <i>role of purpose</i> in skill development
2. Analyse personal, social and cultural factors influencing development of language, literacy and numeracy skills	2.1. Identify <i>factors affecting development of language, literacy and numeracy skills</i> 2.2. Examine <i>potential barriers</i> which may inhibit development of language, literacy and numeracy skills 2.3. Review <i>approaches for identifying learners with language, literacy and numeracy needs</i>
3. Evaluate strategies to develop literacy and numeracy skills and apply them to support learners	3.1. Examine limited range of <i>strategies to develop reading, writing, speaking, listening and numeracy skills</i> 3.2. Analyse strengths, needs and learning strategies of <i>learners</i> in relation to <i>goals</i> 3.3. Confirm areas for skill development with learner 3.4. Select and implement strategies 3.5. Access relevant language, literacy and numeracy learning resources 3.6. Modify resources to meet language, literacy and numeracy learning needs, and in relation to context
4. Review strategies	4.1. Monitor learner progress 4.2. Seek support and feedback from <i>colleagues</i> whenever required 4.3. Review strategies in terms of their effectiveness and feedback received

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to communicate with a range of people for varying purposes to:
 - clarify meaning
 - give and respond to feedback
 - provide instruction
 - teach technical terms and language
- computer skills to teach skills needed to use email, SMS messaging and the internet
- literacy skills to:
 - customise learning materials to suit reading levels of learner
 - design and produce materials
 - locate and evaluate information within texts
 - write fluently, accurately and legibly using appropriate text types
- numeracy skills to:
 - explain terminology, processes and calculations
 - use a combination of formal and informal oral mathematical and general language
- planning and organising skills to plan learning opportunities for learners
- problem-solving skills to:
 - analyse, identify and develop strategies to meet identified challenges
 - identify difficulties of those participating in provision
 - select and use a variety of problem-solving strategies
- self-management and learning skills to:
 - develop and adjust own teaching practice
 - reflect on and improve own professional practice
 - use advice from colleagues and others to adjust strategies
- teamwork skills to cultivate collaborative and participative work relationships

Required knowledge

- concept of communicative competence
- framework of English language, literacy and numeracy development, for example Australian Core Skills Framework (ACSF)
- how context and purpose affect language use
- key features and conventions of spoken and written English language
- models of reading

REQUIRED SKILLS AND KNOWLEDGE
• numeracy and language knowledge to the level of the numeracy and language being taught

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:

- examine the function of language, literacy and numeracy skills in current Australian contexts
- analyse factors that impact on the development of language, literacy and numeracy skills
- examine a range of reading, writing, oral communication and numeracy teaching strategies
- select and apply strategies to support a learner, relevant to learner context and purpose
- review strategies.

Context of and specific resources for assessment

Assessment must ensure access to:

- learners wishing to develop language, literacy and numeracy skills
- appropriate adult literacy and numeracy teaching resources
- support from colleagues.

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:

- direct observation or video recording of candidate's
- evaluation of a portfolio of evidence comprising:
 - learner feedback
 - learning activities
 - personal reflections
 - planning notes
 - samples of resources
- questioning to establish required knowledge
- review of work samples
- review of third-party reports.

Guidance information for

Holistic assessment with other units relevant to the industry sector,

EVIDENCE GUIDE	
assessment	workplace and job role is recommended.

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.

Analysing <i>function of language, literacy and numeracy skills in Australia</i> may include consideration of:	• how changes in legal requirements and technology have lead to increased language, literacy and numeracy skills required in most vocational areas, and how this has affected training in the VET sector • links between earnings and levels of language, literacy and numeracy skills • needs of learners from other countries, who may already have the technical skills being taught, to develop vocationally specific language skills • range of language, literacy and numeracy provision available • relationship between language, literacy and numeracy skills and: • access to and use of technology • access to employment • personal and cultural identity • practical and theoretical learning in vocational areas • participation in government and community life • social stigma attached to those with low levels of literacy and numeracy skills.
<i>Profile</i> may include consideration of:	• ACSF • national statistical data of language, literacy and numeracy levels in Australia.
<i>Contexts</i> to be examined may include:	• contexts outlined in the ACSF • situational contexts • sociocultural contexts.
Analysing <i>role of context</i> may include consideration of:	• how choice of linguistic style is affected by roles and relationships • how levels of formality are affected by factors such as 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.

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Analysing <i>role of purpose</i> may include:	• interrelationship of the approach to the text, reading strategies used and purpose • range and significant features of text types • variety of ways texts can be approached, depending on purpose of reader, for example skimming, scanning and critical analysis.
<i>Factors affecting development of language, literacy and numeracy skills</i> may include:	• disability • emotional factors • ethnicity • learning difficulties • personal factors • physical factors, such as eyesight and hearing • socioeconomic status.
<i>Potential barriers</i> may include:	• cultural barriers relating to, for example: • identity • language • personal barriers relating to, for example: • family circumstances • physical factors • previous formal schooling experiences • social circumstances • language barriers relating to, for example: • influence of the first language on later language learning • use of standard English or non-standard English • learning difficulties.
<i>Approaches for identifying learners with language, literacy and numeracy needs</i> may include:	• learner cues, such as reluctance to complete work in class time, and distracting or avoidance activities • feedback from other practitioners • information from pre-training enrolment forms • limited exposure to English language • English as a second language issues.
<i>Strategies to develop reading skills</i> may include:	• critical literacy strategies • skimming, scanning and reading for detail • those that focus on sociolinguistic factors • those that focus on syntax, semantics and grapho-phonetic cues.
<i>Strategies to develop writing skills</i> may	• graphology for Roman script and word processing • features and use of grammar, punctuation and spelling

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include:	and role of these in meaning making • working from models of texts • writing process of planning, drafting and editing.
Strategies to develop speaking skills may include:	• conversation • modelling and repetition • pair or group work • role play.
Strategies to develop listening skills may include:	• listening for key information in longer spoken text • modelling and repetition.
Strategies to develop numeracy skills may include:	• communicating number concepts, skills and information • discussing range of possible responses to problems • drawing on range of knowledge to solve problems • drawing on real-life problems • identifying and using appropriate strategies and processes to solve problems.
Learners may include:	• those enrolled in VET programs • those being supported in the workplace • those participating in community programs.
Goals may include:	• community participation • employment • personal goals • those related to VET courses.
Colleagues may include:	• colleagues more experienced and familiar with working with learners with language, literacy and numeracy needs • colleagues working in other language, literacy and numeracy programs • coordinators of adult literacy and numeracy professional development programs.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Language, literacy and numeracy practice
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Co-requisite units

Co-requisite units	
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