



Australian Government

Department of Education, Employment and Workplace Relations

TAELLN704A Implement and evaluate delivery of adult language, literacy and numeracy skills

Release: 1

TAELLN704A Implement and evaluate delivery 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 plan, develop, monitor, and assess adult language, literacy and numeracy skills at different levels and in vocational education and training (VET) contexts. It also includes the performance outcomes, skills and knowledge required to evaluate delivery. 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 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. Delivery and assessment of adult literacy and numeracy skills require a broad skills and knowledge base in adult literacy and numeracy theory and practice. These skills and knowledge are covered in TAELLN701A Analyse and apply adult literacy teaching practices, and TAELLN702A Analyse and apply adult numeracy teaching practices. The profile of those wishing to participate in adult literacy and numeracy learning is typically culturally and linguistically diverse. The performance outcomes, skills and knowledge required for working with culturally and linguistically diverse adults in a range of contexts are described in TAELLN703A Develop English language skills of learners. This unit aims to develop expertise in planning, delivering and assessing programs that address adult language, literacy and numeracy skills and knowledge.
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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. Plan to develop adult language, literacy and numeracy skills	1.1. Analyse training specifications 1.2. Analyse initial assessments to establish learner profiles 1.3. Ensure legal, organisational and ethical requirements of delivery and assessment are met 1.4. Plan delivery program with others if relevant 1.5. Plan evaluation strategy with others if relevant
2. Plan delivery within relevant frameworks	2.1. Prepare session plans to ensure coverage of skills and knowledge outcomes of training specification according to relevant frameworks 2.2. Select content appropriate to learners' needs , interests and goals, and reflecting learning context 2.3. Confirm content of activities with others to ensure learning goals are addressed 2.4. Choose and sequence teaching activities to reflect theoretical understandings of skill development 2.5. Construct frequent and varied opportunities for learners to demonstrate achievement of skills 2.6. Select wide range of print, media and electronic text appropriate to learner purposes
3. Select and apply adult language, literacy and numeracy teaching strategies appropriate to context	3.1. Evaluate teaching strategies to determine those most appropriate for the specific learners, learning styles, groups and learning context 3.2. Contextualise strategies to teach adult literacy and numeracy skills to meet learner needs 3.3. Contextualise strategies to teach learning skills to meet learner needs 3.4. Use knowledge of language, literacy and numeracy skill development to facilitate learning 3.5. Establish productive relationships with learners using interpersonal skills
4. Monitor adult language, literacy and numeracy skill development	4.1. Use formative assessment to monitor learner progress and modify course design 4.2. Identify perceived barriers to skill development and address them where possible 4.3. Provide guidance to learners about other options and relevant services when appropriate 4.4. Maintain records of individual learners' progress as the basis of reporting
5. Design and implement assessment processes	5.1. Ensure assessment processes are consistent with training specification requirements 5.2. Develop assessment tools consistent with training

ELEMENT	PERFORMANCE CRITERIA
	specification requirements 5.3. Conduct assessment, making <i>reasonable adjustments</i> appropriate to learner needs 5.4. Provide feedback to learners to facilitate continuous improvement 5.5. Maintain records of assessment decisions 5.6. Map learner outcomes to <i>reporting instruments</i> and complete <i>reports</i>
6. Evaluate program	6.1. Collect feedback on assessment process from <i>relevant parties</i> 6.2. Review program in light of evidence and make changes as necessary

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
 - interpret information from pre-training assessments to identify and respond to learner needs, goals, skills and learning styles
 - select and interpret underpinning skills in training specifications and particular workplace contexts
- communication skills to:
 - adjust stress and intonation in order to convey meaning
 - ask open-ended questions providing learners with opportunities to explain strategies
 - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
 - give clear instructions and explanations, present concepts clearly and respond to learner questions effectively
 - paraphrase as part of effective listening techniques
 - teach technical terms and language
 - use spoken language to plan and to influence others
 - vary teacher talk to adjust to the English language level of others, including code-shifting activities where relevant to learners
- computer skills to teach skills needed to use:
 - email, SMS messaging and the internet
 - software packages, such as word processing and presentation
 - data entry programs, including spreadsheets
- initiative, enterprise and creativity to:
 - demonstrate innovative approaches to teaching practice
 - facilitate learning of language, literacy and numeracy skills in diverse contexts
- interpersonal skills to:
 - establish a supportive environment, encouraging risk-taking and bringing together different points of view
 - liaise effectively with staff at all levels in an organisation
- literacy skills to:
 - complete documentation required to conduct the course, such as reports and evaluations
 - critically organise, evaluate and apply content from a range of structurally complex texts
 - customise texts to suit reading levels of learners

REQUIRED SKILLS AND KNOWLEDGE

- design and produce materials, such as training and assessment materials and instruments
- model written genres
- select appropriate conventions and stylistic devices to express precise meaning
- numeracy skills to:
 - extract and evaluate mathematical meaning from activities or tasks that include some formal mathematical symbols, abbreviations and language that is embedded in relevant texts or stimuli
 - select and use a variety of developing mathematical and problem-solving strategies in a range of familiar and less familiar contexts
 - transfer own knowledge of numeracy to teaching role to explain terminology, processes and calculations required in a training context
 - use a combination of formal and informal oral mathematical and general language, including some specialised mathematical language and terminology
- planning and organising skills to plan:
 - effective programs that reflect understanding of range of learner group needs
 - learning opportunities for learners
- problem-solving skills to:
 - analyse, identify and develop strategies to meet identified challenges
 - identify specific difficulties of those participating in provision
 - select and use a variety of problem-solving strategies in a range of familiar and less familiar contexts
- self-management and learning skills to:
 - develop and adjust own teaching practice
 - maintain evidence of performance for a portfolio
 - reflect on and improve own professional practice
 - use advice from colleagues and others to adjust teaching practice
- teamwork skills to:
 - cultivate collaborative and participative work relationships
 - share ideas and resources with others
 - work effectively as a team member

Required knowledge

- adult language, literacy and numeracy teaching approaches applicable to learners at different levels of the Australian Core Skills Framework (ACSF), and in different contexts
- broad repertoire of teaching strategies and learning activities incorporating various types of learning to meet specific language, literacy or numeracy need
- current influential teaching theories that underpin teaching of adult literacy and adult numeracy

REQUIRED SKILLS AND KNOWLEDGE

- relevant national standards, codes of practice and legislation, such as:
 - ACSF
 - Australian Quality Training Framework (AQTF)
 - equal opportunity legislation
 - training specifications, such as:
 - accredited course documentation
 - non-accredited course documentation
 - Training Packages
- VET sector, including the structure, purpose and delivery of Training Packages and accredited courses

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:

- identify and analyse training specifications and learner profiles
- design a program to develop language, literacy and numeracy skills, including preparing session plans appropriate to delivery context
- apply adult language, literacy and numeracy teaching strategies appropriate to learner needs and delivery context
- monitor learning and provide feedback to learners
- develop assessment tools consistent with training specification and appropriate to learner needs
- prepare records and reports developed to meet needs of stakeholders
- evaluate own practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a suitable workplace environment
- adult language, literacy and numeracy learners
- training specifications appropriate to context
- appropriate adult literacy and numeracy teaching resources.

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 adult language, literacy and numeracy practice
- evaluation of a portfolio of evidence comprising:
 - learner responses and feedback
 - personal reflections
 - planning notes
 - preparation, such as detailed session plans, learning activities and assessment tools
 - samples of resources

EVIDENCE GUIDE	
	• review of work samples, which may include session plans, units of work, resources, assessment tasks, evaluations, and other work documents • questioning to establish required knowledge • review of third-party reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • TAELLN701A Analyse and apply adult literacy teaching practices • TAELLN702A Analyse and apply adult numeracy teaching practices • TAELLN703A Develop English language skills of learners.

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.

Training specifications may include:

- agreements with stakeholders that specify training requirements
- ACSF
- course outline
- relevant section of accredited course documentation
- training organisation's delivery and assessment plan
- unit from relevant Training Package
- workplace adult literacy and numeracy skill development plan, as agreed with employers and workforce representatives.

Learner profiles may include:

- current level of skill when compared with level of skill required for work or training outcome
- factors that influence learning, such as:
 - illness
 - attendance
 - income
 - role as carer
- identified language, literacy and numeracy needs, linked to initial assessment
- learners' perceptions of their learning needs
- learners' previous education and training experience
- level of formal education in first language
- if of a language background other than English, language and cultural background
- level of skills, described using the ACSF
- preferred learning strategies
- short-term and long-term training goals
- third-party reports from supervisors and other training colleagues.

Legal, organisational and ethical requirements may include:

- assessment reporting and subsequent procedures, such as:
 - complaints
 - grievances

RANGE STATEMENT	
	• appeals • audit requirements • enrolment and assessment records and other data and information management • equity issues and needs • intellectual property • potential legal consequences of false, misleading or incorrect information • privacy legislation • regulatory requirements, including occupational health and safety (OHS).

RANGE STATEMENT	
<i>Planning delivery program</i> may include:	• pre-training assessment • team teaching • use of training materials • small group or one-to-one support.
<i>Others</i> may include:	• colleagues involved in delivery and assessment of learner group or similar groups • external stakeholders, such as Centrelink • in a workplace, all parties involved in the program, such as supervisors, workforce organisations, employers and other trainers • support persons, such as bilingual aides and counsellors • those with knowledge relevant to context in which working, such as vocational or workplace trainers • those with specialist teaching expertise, such as higher level mathematics or English as a second language (ESL) teachers.
Planning delivery within <i>relevant frameworks</i> includes consideration of:	• application of adult learning principles • integration of language, literacy and numeracy delivery with vocational training • pathways to other qualifications • requirements of the AQTF • training specifications as set out in Training Packages and accredited courses.
<i>Learners' needs</i> may include development of skills, such as:	• reading • writing • speaking • listening • critical thinking • employability skills • learning strategies • non-verbal communication and body language • use of new technologies • visual literacy.
Ways in which theoretical understandings of skill development may be reflected in the <i>choice and sequence of teaching activities</i> include:	• judgements about focus of the program and particular sessions to facilitate development of skills • decisions about content and use of resources depending on level of difficulty of reading materials, numeracy tasks or writing tasks • decisions about the suitability of particular delivery options to meet learner group needs • extent of support a particular learner might need to

RANGE STATEMENT	
	succeed with course materials • order in which new material, such as language structures, may be introduced.

RANGE STATEMENT	
<i>Theoretical understandings of skill development</i> may include:	- theories that inform adult literacy teaching, such as: - applied linguistics - applied social theory and sociolinguistics - critical literacy - humanistic and progressivist pedagogy - psycholinguistics - theories that inform adult numeracy teaching, such as: - applied social theory, for example mathematics and culture, mathematics and gender - constructivism - critical numeracy - cultural use of specific mathematics - functionalism.
<i>Wide range of print, media and electronic text</i> may include:	- authentic texts, such as written texts commonly found in the home, at workplaces and in the public domain - documents, such as those relating to government services and requirements - numeracy materials, such as: - calendars - money - number - ratio - shapes - street directories and maps - weights and measures - technology, such as: - automated teller machines (ATMs) and EFTPOS - CDs - e-learning activities - m-learning activities - mobile telephones - visual materials, such as: - graffiti - illustrations - photographs - posters, signs and charts - telephone displays - television shows, movies and animations

RANGE STATEMENT	
	• videos and DVDs • workplace documentation, such as: • manufacturer specifications • OHS notices • personnel forms • rosters • standard operating procedures.

RANGE STATEMENT	
<i>Facilitating learning</i> may include:	• active questioning • correcting learner errors • developing resources to meet specific learner needs • explaining concepts and processes • making judgements about individual's skill development • using peer learning and group work.
<i>Other options</i> may include:	• ESL course • other adult literacy and numeracy program • other community-based option • peer support • shift to a vocational course • support service, such as counselling or welfare service.
<i>Reasonable adjustments</i> may take into account:	• communication styles, preferences and levels of confidence • learners' differing linguistic and cultural backgrounds • learners' previous experiences of assessment • specific learning difficulties or disabilities.
<i>Reporting instruments</i> may include:	• ACSF • training organisation's own reporting systems.
<i>Reports</i> may include:	• individual and aggregated reports about improved adult literacy and numeracy outcomes, described using the ACSF • reports written for the workplace using particular formats and styles, covering: • benefits to the company • improvements in workplace skills • individuals taking further training of their own • participation in teams and meetings • job flexibility and promotional opportunities • morale and attendance • those required by funding bodies • those required by training organisations.
<i>Relevant parties</i> may include:	• employers and supervisors • learners • vocational colleagues.

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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