



Australian Government

Department of Education, Employment and Workplace Relations

TAELLN802A Research and implement new adult language, literacy and numeracy practices

Release: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research new adult language, literacy and numeracy practices and implement them to meet the needs of adults seeking to develop their language, literacy and numeracy skills. New adult language, literacy and numeracy practices may be theories, approaches or strategies that are new to education, new to the adult literacy field, new to Australia, new to particular delivery contexts or provider organisations, or simply new to the practitioner. 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 adult language, literacy and numeracy practitioners who need to critically reflect on their own practice in order to research and identify new, innovative or alternative approaches to practice, and adapt and apply these to their own work context as appropriate. An advanced application of adult literacy and numeracy practice is required at this level. It is recommended that those who have previously completed education theory and practice units, and/or have established skills and experience as a teacher or practitioner undertake this unit.
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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. Review effectiveness of current adult language, literacy and numeracy practices	1.1. Identify current adult language, literacy and numeracy <i>teaching practices</i> 1.2. Review <i>criteria to evaluate effectiveness of current practices</i> 1.3. Assess and evaluate current practice in relation to <i>requirements of learning context</i>
2. Research advances in practice	2.1. Identify areas of research relevant to own professional practice 2.2. Use <i>appropriate sources of information</i> to identify new practices
3. Analyse new adult language, literacy and numeracy practices	3.1. Evaluate new practices in relation to requirements of learning context 3.2. Evaluate new practices in relation to <i>specific requirements of learners</i> enrolled in adult language, literacy and numeracy programs 3.3. Review new practices in relation to adult language, literacy and numeracy teaching theory 3.4. Identify <i>potential issues</i> arising from new practices
4. Apply new adult language, literacy and numeracy practices	4.1. Plan introduction of new learning practices into program 4.2. Undertake joint planning with others as relevant, to introduce new practices into teaching and assessment activities 4.3. Make changes to existing practices
5. Evaluate new adult language, literacy and numeracy practices	5.1. Establish criteria to monitor and evaluate new practices 5.2. Monitor and evaluate learning outcomes 5.3. Disseminate findings of evaluation to other colleagues 5.4. Review changes to practices based on feedback and evaluation findings

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 evaluate teaching practices in relation to the needs of those participating in adult language, literacy and numeracy provision
- communication skills to:
 - facilitate discussions to encourage sharing of strategies and exploration of different solutions to problems
 - give clear explanations, present concepts clearly and respond to questions effectively
- computer skills to locate sources of information for research purposes
- initiative, enterprise and creativity to:
 - seek appropriate new resources and materials
 - think critically about teaching practices
- learning skills to:
 - maintain currency and relevance of knowledge
 - reflect on and improve own professional practice
- literacy skills to:
 - analyse texts for teaching and learning purposes
 - read and interpret complex texts, analyse theoretical viewpoints and form judgements
 - research current approaches to adult language, literacy and numeracy teaching
- numeracy skills to analyse statistical information
- planning and organising skills to:
 - identify relevant resources
 - monitor and evaluate progress of learners
 - plan a sequence of learning activities consistent with teaching practices
- problem-solving skills to introduce new learning practices into language, literacy and numeracy programs in vocational education and training (VET)
- self-management skills to comply with requirements, codes of practice and organisational policies and procedures
- teamwork skills to plan collaboratively with colleagues changes to teaching and assessment activities

Required knowledge

- adult learning principles and practices as they apply to teaching language, literacy and numeracy
- adult language and literacy teaching theories, such as:

REQUIRED SKILLS AND KNOWLEDGE

- applied linguistics
- applied social theory and sociolinguistics
- critical literacy
- humanistic and progressivist pedagogy
- psycholinguistics
- adult numeracy teaching theories, such as:
 - applied social theory, for example mathematics and culture, and mathematics and gender
 - constructivism
 - critical literacy and numeracy
 - cultural use of specific mathematics
 - functionalism
- diverse needs of those participating in adult language, literacy and numeracy provision
- national standards, such as:
 - Australian Core Skills Framework (ACSF)
 - Australian Qualifications Framework (AQF)
 - Australian Quality Training Framework (AQTF)
 - curriculum documents
 - Training Packages
- sources of research into adult language, literacy and numeracy practice
- teaching practices that:
 - meet learner needs in a multilingual and multicultural learning environment
 - reflect cognitive processes involved in reading, writing, speaking, listening and numeracy

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:

- review current practice
- undertake research into English language, literacy and numeracy teaching practices, and evaluate their relevance to current context
- implement new practices
- evaluate the effectiveness of new practices.

Context of and specific resources for assessment

Assessment must ensure:

- access to program evaluation information
- access to sources of information about new teaching practices in adult language, literacy and numeracy
- opportunity to implement and evaluate new practices.

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:

- review of applied project or case study
- evaluation of documented evidence
- questioning to establish required knowledge
- review of third-party report.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBRES801A Initiate and lead applied research
- TAELLN807A Design, implement and evaluate an adult language, literacy and numeracy professional development program.

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.	
Teaching practices may include:	• pedagogy or teaching theories • teaching approaches and strategies.
Criteria to evaluate effectiveness of current practices may include:	• feedback from: • community organisations regarding positive impacts • learners regarding positive impacts on language, literacy and numeracy skills • other adult language, literacy and numeracy colleagues • other VET colleagues regarding contribution to successful outcomes from VET courses • workplace personnel regarding positive impacts on workers and workplace • learner persistence • quantitative indicators, such as: • ongoing attendance • satisfactory completion of qualifications or units • non-completion.
Requirements of learning context may include:	• funding body guidelines • specific learning needs of adults participating in provision • specific needs of employer or workplace organisation • VET national standards, such as: • accredited course documentation • ACSF • AQF • AQTF • Training Packages.
Appropriate sources of information may include:	• adult language, literacy and numeracy journals • communities of practice • conferences • international research organisations, such as the National Research and Development Centre for Adult

RANGE STATEMENT	
	Literacy and Numeracy (NRDC) • adult language, literacy and numeracy journals • professional workshops • VET research organisations, such as the National Centre for Vocational Education Research (NCVER).
<i>Specific requirements of learners</i> may include:	• improving English language skills • improving literacy skills • improving numeracy skills • individual requirements of learners: • from culturally and linguistically diverse backgrounds • with low levels of formal schooling • with physical, intellectual, learning or socio-emotional disabilities that impact on learning • with 'spiky profiles', where oral communication, reading and writing skills vary • who are or have been affected by socioeconomic factors • whose skills in English language, literacy and numeracy limit their ability to achieve their goals • preferred learning styles • range in English language, literacy and numeracy skills in relation to established frameworks such as ACSF, Training Package requirements and curriculum levels • range of motivations that lead adults to seek English language, literacy and numeracy provision.
<i>Potential issues</i> may include:	• cultural distance • financial costs • resourcing.

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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