

Department	Vocational Education & Training		Author(s)	Curriculum Manager and relevant staff	
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1.0 Policy Overview

Ranges TEC is committed to providing clear information to its students about the detail of the language, literacy and numeracy assistance available and to take due account of language, literacy and numeracy when designing and delivering courses included in the Ranges TEC scope of registration.

Some students may be more likely to need language, literacy and numeracy support than others. These students may include:

- 1.1 Students whose first language is not English
- 1.2 Students with lower educational attainment
- 1.3 Students whose training/education has been disrupted by disability, and
- 1.4 Students of Aboriginal and Torres Strait Islander origin.

As part of the application process all students together with their Parents/Guardians attend an interview with the Director. It is here that a student's profile provides a general indication of the learning support (including language, literacy and numeracy support and any disability services) that may be needed.

Ranges TEC will ensure that all documents are written in plain English. We test out their clarity with students, and use that information to improve them. We may also decide to provide information in forms other than written. For example we could provide information to prospective students through group sessions, interviews with individual students or on the phone.

Depending on the scale and scope of operations and our client base, we could consider the following strategies to help ensure all people have access to our information.

- 1.5 A TTY phone may help hearing-impaired people access and understand your information.
- 1.6 Engage interpreters to help people with communication disabilities.
- 1.7 Large print in documents and web sites could be provided to help people with visual impairments.

Allowing interpreters, carers and other advocates to participate in, and where necessary mediate information on behalf of students can assist.

We may find that some students whose first language is not English, for example recent immigrants, may need to learn specific vocabulary and grammatical structures as used in the industry context. We will provide this support through a range of options including providing:

- 1.8 a specialist to develop specific language skills
- 1.9 concurrent assistance
- 1.10 a workplace mentor or buddy
- 1.11 team teaching
- 1.12 additional time for tuition
- 1.13 specialist workshops on topics, and
- 1.14 one to one tutoring

Where Ranges TEC does not have the necessary expertise or resources to provide these services in-house, we will work with staff at the Associations other campus, Mount Evelyn Christian School.

2.0 Language, Literacy and Numeracy and Training Delivery

In everyday workplace tasks it is common for a person to use and respond to spoken and written language and use numeracy skills at the same time, all within a cultural context, which needs to be interpreted and responded to appropriately.

When designing workplace learning and assessment tasks, the trainer should be aware of this interlinking of language, literacy and numeracy. However there will also be situations in which only one of these skills is the focus of the training, e.g. calculation skills for mixing chemicals.

Although you will find the terms 'language, literacy and numeracy' generally used together in this document they are not interchangeable or always linked. Each term is defined below.

3.0 Language

In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. In using language we generally use a combination of communication forms such as speaking, listening, reading, writing and visual communication. Visual communication skills underpin the agreed language of the Australian deaf community, Australian Sign Language (AUSLAN).

Language can also refer to individual languages such as English, Mandarin, Warlpiri. Our workplaces often involve a mix of language groups and sometimes workers can hold technical competency without English language competency.

Language changes over time and context. Industries have their own vocabulary, including jargon, technical terms and acronyms that workers must understand. This can be very challenging for some people, particularly those for whom English is not their first language. Take the word 'cookie' for example. A baker may bake it, a photographer may attach it to a light stand and an IT technician may stop it being transmitted over the Internet.

Effective cross-cultural communication requires a range of skills including the ability to appreciate that there may be variations in the value placed on the communication forms of language. For example, while written language is highly regarded in the English language, Indigenous languages place higher value on verbal and visual communication forms.

4.0 Literacy

Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening, and critical thinking with reading and writing. Literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Literacy is about our social application of language, for example in our homes, communities, schools and workplaces. Like language, literacy practices change over time and context. We have seen this over the last decade with emerging multi-media and information technologies and our multi cultural society.

The literacy demands placed on individuals also change throughout their lifetimes. As we experience new situations we need to continually adapt and extend our literacy skills

5.0 Numeracy

Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form.

Depending on the context this can include basic number skills, spatial and graphical concepts, the use of measurement and problem solving. Numeracy may also involve literacy, for example when extracting mathematical information from written text.

In the workplace the methods used to achieve certain numeracy tasks will differ according to the workplace requirements, technology and culture.

Language, literacy and numeracy skills underlie almost all areas of work to some extent. From the factory floor to the highest level of management, language, literacy and numeracy skills influence the performance of workplace tasks.

Research has indicated that many adult Australians do not have the language, literacy and numeracy skills they need to effectively participate in vocational training and workplace communication. The increasing importance of 'generic' or 'employability' skills such as teamwork, communication and problem solving in the workplace highlights the need for underpinning language, literacy and numeracy skills.

6.0 Language, Literacy and Numeracy and Training Packages

Language, literacy and numeracy skills are integrated into the units of competence in all the Industry Training Packages we propose to deliver. In some instances, where they are central to workplace performance, they are discrete units of competence, whilst in other instances, where they are part of a task and are integrated in units of competence in the performance criteria, range of variables or evidence guide.

While the *AQTF Essential Standards for Registered Training Organisations* require that the Ranges TEC must attend to learner needs such as language, literacy and numeracy, the choices about how these skills will be dealt with in a case by case approach by Ranges TEC.

7.0 Language, Literacy and Numeracy and Training Environments

Training environments can often demand particular language, literacy and numeracy skills from participants. These may not necessarily be the same skills that are demanded in the workplace.

The language-related skills we are expecting students to use to participate in training and assessment will be developed with workplace requirements in mind.

Everybody builds language-related skills as they enter new social contexts. However, because language is everywhere, all around us and part of everything we do, we tend to forget that it is a learnt skill, and therefore something that often needs to be consciously taught. While some people do learn these skills quickly and without much conscious effort, many people do not. Most people benefit from receiving explicit teaching about any new skills they need to acquire.

We will make sure that the language used in assessment and training does not make the process of learning or being assessed harder than it needs to be, and that it is in keeping with workplace requirements.

For example, in assessing a practical task such as MIG and TIG welding, it may be better for students to demonstrate their competency by actually welding and answering questions about the task, rather than writing about welding types. In learning the task, it may be better for them to watch and question skilful people, and practice under supervision, rather than by reading about how it should be done.

8.0 Resources - Websites

[LiteracyNet - resources <http://
http://www.innovation.gov.au/skills/LiteracyAndNumeracy/LiteracyNet/Pages/default.aspx>](http://www.innovation.gov.au/skills/LiteracyAndNumeracy/LiteracyNet/Pages/default.aspx)

All the latest adult literacy and numeracy resources, research, professional development (PD), and funding information are now accessible via the Australian Government Department of Industry's new-look *literacyNet* web site. This redeveloped site provides links to: the Commonwealth Government's three major language, literacy and numeracy support programs; key national PD and general tools and resources; and a listing of resources developed with government funds.

[Australian Council for Adult Literacy \(ACAL\) < http://www.acal.edu.au/eNews.htm >](http://www.acal.edu.au/eNews.htm)

This newsletter, published by the Australian Council for Adult Literacy (ACAL) focuses on issues regarding adult English language, literacy and numeracy practice and policy. You can register for the online edition as well as read past editions back to 2005.

[Workplace English Language and Literacy \(WELL\) <
http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/WorkplaceEnglishLanguageAndLiteracy/Pages/default.aspx >](http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/WorkplaceEnglishLanguageAndLiteracy/Pages/default.aspx)

A visit here is 'a must' for anyone involved with workplace training and assessment. Many resources have been developed over 10 years to support language, literacy and numeracy training and assessment in the workplace. If you click on the Industry category you'll find resources related to your area.

[Frequently asked questions about language, literacy and numeracy in the Australian Quality Training Framework < http://www.aqf.edu.au/aqf/in-detail/faq/>](http://www.aqf.edu.au/aqf/in-detail/faq/)

This is a comprehensive and valuable complementary resource to the Standards for Registered Training Organisations and Evidence Guide for Registered Training Organisations and Auditors. It provides information on how language, literacy and numeracy fit into the delivery of quality training and assessment. In addition to answers to FAQs the resource also contains links to over 40 additional language, literacy and numeracy resources via hotlinks.

9.0 Publications

Australian Language and Literacy Council (ALLC) & National Board of Employment, Education and Training (NBEET) 1996, [Literacy at work: incorporating English language and literacies competencies into industry/enterprise standards.](#)

This report was commissioned by the National Board of Employment, Education and Training to investigate practical approaches to the incorporation of English language and literacy competencies within industry standards. Available as a PDF (3.8 MB, 125 pages).

LUKIN, A & Ross, L 2002, The Numeracy Handbook, NSW AMES Department of Education and Training Sydney

The Numeracy Handbook is a practical guide for teachers of numeracy and literacy. It considers issues in defining and teaching numeracy in the workplace, how to design a course and a unit of work, plus numeracy skills and strands. It includes suggestions for activities at three different levels of difficulty, professional development activities for teachers of numeracy and literacy and a detailed section on resources.

An order form is available from the [NSW AMES <http://www.ames.edu.au/>](http://www.ames.edu.au/) site.

Adult Literacy and Numeracy Australian Research Consortium 2002, Workplace Communication – Making Language, Literacy and Numeracy in Training Packages work, Languages Australia Ltd, Melbourne

This publication offers practical insights from workplace language literacy and numeracy practitioners in Australia and shows, through a series of case studies, ways in which some organisations are addressing the issues of workplace communication through Training Packages.

Adult Literacy and Numeracy Australian Research Consortium 2002, [Learning for Life - the Role of Adult Literacy and Numeracy in Lifelong Learning and Socio-economic Well-being](#)

This executive summary provides an overview of a national research program. Its aim was to integrate new research (empirical research, reviews of literature and discussion documents) with an analysis of past provision and practice in order to provide a body of evidence for future policy development in the adult literacy and numeracy field.

O'GRADY, C with Honeywill, S 2003, Acknowledging Diversity in Assessment Practices, NSW AMES Department of Education and Training, Sydney

This publication focuses on strategies for providing fair workplace assessment for all employees. It aims to assist trainers and assessors involved with plan, conduct and review assessment in ensuring fair assessment practices.

An order form is available from the [NSW AMES <http://www.ames.edu.au/>](http://www.ames.edu.au/) site.

CORBETT, D 2003, Communication Skills for Workplace Assessors NSW AMES, DET Sydney

Originally designed as a professional development resource for workplace assessors/trainers this publication raises awareness of language and literacy issues related to Plan, Conduct and Review Assessment from the BSZ 98 Training Package. While there is a new Training Package for workplace assessors and trainers, the issues and examples here are still relevant and current.

The resource contains worksheets that can be photocopied for assessor training sessions.

An order form is available from the [NSW AMES <http://www.ames.edu.au/>](http://www.ames.edu.au/) site