



Professional Practice: Quality in Language Literacy and Numeracy

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OUTLINE

- What do we know about the LLN environment in Australia?
- What are the key implications for Australia?
- How do we measure LLN in Australia?
- Work Integrated Learning
- Supporting the development of LLN
- Discussion



NUMERACY EXAMPLE

A care recipient is post-operative following a bowel re-section and has been discharged back to an aged care facility, complaining of nausea. The resident's medication order includes Metoclopramide 7.5mg IMI 4 hourly prn for nausea. You have been supplied with Maxolon Ampoules 10mg/2mL.

How many millilitres of Metoclopramide would you administer?

- 0.5 mL
- 1.0 mL
- 1.5 mL
- 2.0 mL



WRITING EXAMPLE

I [NAME REDACTED] met with [NAME REDACTED] in [REDACTED] at RPC 1 ... During the course of the conversation [NAME REDACTED] disclosed that she had sex while in the community and that it had not been consensual.

CW asked [NAME REDACTED] if she had told anyone about this. [NAME REDACTED] stated that she had not told anyone other than CW that it was not consensual including IHMS. She stated that she did not tell IHMS that it was “rape” as she did not want “lots of questions” and if she said it was rape there would be “lots of questions’. [NAME REDACTED] stated that she told the man “no, no, no” and that the only man she wanted to have sexual relations with was her husband ... the incident occurred during Open Centre and the man was Nauruan.



SPELLING EXAMPLE

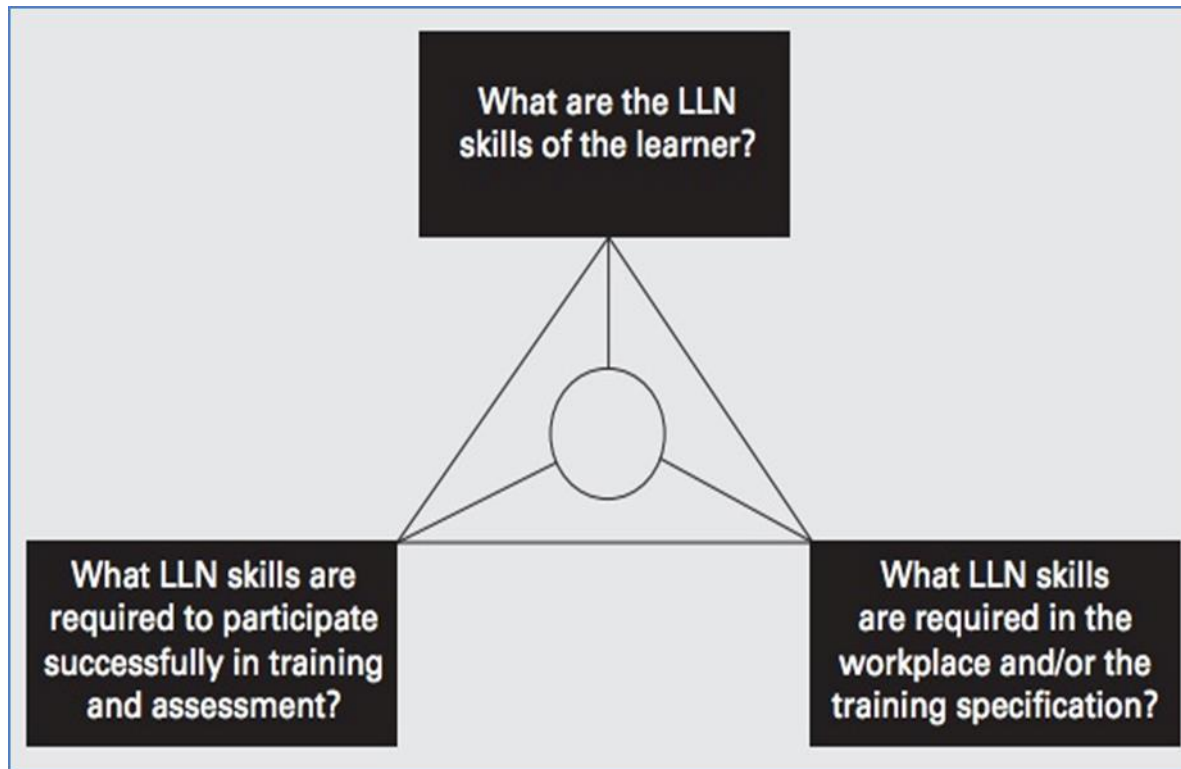
Consider this example: Often we see pre-training assessments that will ask a learner to circle the correct spelling in a pair or group:

- *fuchsia/fuschia;*
- *irresistible/irrisistable;*
- *diarhoeia/diarrhoea*
- *haemorrhage/hemorage/hemorrhage*
- *accomodation/accommodation*
- *calendar/calendar*

Correct spelling is great but the more critical issue is, does the incorrect spelling impact on meaning? For example:

- *We planted a beautiful red fuchsia/fuschia in the front garden.*

THE BALANCE TRIANGLE





THE BALANCE TRIANGLE: STRATEGIES

LLN skills of the learner

- assess accurately against the ACSF using a validated tool – news on Foundation Skills Assessment Tool
- access strategies that support the development of LLN skills in VET training
- access specialist LLN practitioners and other LLN resources to support your training

LLN demands of your training and assessment

- use the ACSF to determine the demands of your delivery resources and assessment material. Is it at the correct level? Adjust it if necessary.
- do not overcompensate (by offering excessive support) if learners are not at the necessary LLN level

LLN requirements of the workplace

- have you tried to employ 'plain English' in your workplace?
- provide easily accessible diagrams etc
- consider offering workplace LLN support for staff



DISCUSSION POINTS

- Do we attract and value good LLN trainers/teachers?
- Is ongoing PD mandatory, relevant and current, good quality?
- Are we prepared to pay for LLN support? Is it something RTOs and workplaces would like to do but don't consider essential, especially if the economy is struggling?
- Is the unit TAELLN411 valuable and valued or is it seen as an imposition to be attained with the least possible effort and time?