



The whole world in your hands

A.C.N. 608508292
A.B.N 11608508292
Phone: 0413 244 994

www.internationalparamediccollege.com.au

training@internationalparamediccollege.com.au

Language, Literacy and Numeracy

Trainer Guidelines

Literacy and numeracy

Literacy is using reading, writing, listening and speaking for a purpose and in context. It is about making choices about what processes to use and when, where and how to use them.

The term numeracy involves, along with the ability to use mathematical processes, an ability to make decisions about what processes to use and when, where and how to use them. Numeracy is using mathematical concepts for a purpose and in a context.

Trainer's responsibility

Learners will have varying degrees of capacity in the ability to read, write, speak well and carry out mathematical functions and learners who have difficulty in any of these areas may have difficulty participating fully in the learning and assessment program. As a trainer and assessor please be aware of the signs listed below and provide appropriate support.

Limits of responsibility

It is acknowledged that the trainer/assessor is not a trained language and literacy specialist. However, if any signs are noticed then appropriate educational and support services can be recommended.

Referral

In some instances, the learner may have to defer study in a unit or undergo reassessment. The online learning materials are self-paced and may provide a suitable alternative for students from a non-English speaking background.

Reasonable adjustment

There may be instances where the trainer/assessor should make adjustment to learning and/or assessment materials and processes because a learner has difficulty with reading, writing, reading or mathematical calculations.

An example: English is the person's second or third language, yet they are still able to perform the required tasks.

Or



If a student has issues with the computer based online learning system, then appropriate paper-based assessments can be provided.

Enrolment in training requires participants to provide details on any learning or physical difficulties which may impact on their training outcomes. This may include any language, literacy or numeracy issues.

Students can discuss any special needs with IPC admin or the assessor who may be able to make any required, reasonable adjustment to the assessments to meet these needs. Please note the requirements under physical activity below regarding CPR in the trainer's handbook.

LL&N indicators are available

There are three indicators: one suitable for using with AQF level II & III learners, one for AQF level IV learners, one for AQF Diploma level learners. The diagnostic requirements are decided on the basis of the tasks the person must reasonably be able to perform as part of their work routine associated with the qualification/course.

Student support need plans are available

Additional Student Needs - Support Plan is available and can be submitted to administration as required.

Diagnostic questions

To identify the tasks that the learner must perform as part of their work routine, and also as part of their training and assessment, ask these questions:

- What does the learner have to listen and say?
- What does the learner have to read and write?
- What diagrams, plans, maps, pictures/ symbols does the learner have to interpret?
- What mathematical concepts does the learner need to understand and use?

Signs of poor reading ability

Look for these signs of difficulty with reading. Such learners:

- avoid reading tasks
- avoid reading aloud to others
- ask for clarification of task aurally
- avoid reading manuals, instructions or technical information
- prefer hands-on tasks
- rely on being shown how to do tasks
- do not appear to know what is going on when instructions are given in writing
- are distracted easily from the reading task



-
- lack computer skills
 - work very slowly through the reading task
 - mouth words (sub-vocalise)
 - do not pick up the written work language and jargon easily
 - ask often for clarification of reading material
 - are absent on theory test days
 - 'lose' notes and written information

Signs of poor writing ability

Look for these signs of difficulty with writing. Such learners:

- prefer to deal with tasks orally
- avoid starting tasks involving writing
- avoid writing for the group in group activities
- participate well orally but withdraw from writing tasks
- prefer to work in groups with a competent writer
- avoid answering the phone in case they need to write down a message
- remember messages rather than writing them down
- put off tasks to do later or at home
- need more time than most to complete written tasks
- need more attempts to get the task right
- write the minimum possible for each written task
- write illegibly and/or messily
- copy work slowly often looking at source material letter by letter
- ask for help frequently
- ask for spelling of common words
- ask for more copies of proformas
- copy from others
- write only in block letters
- write in dot points and abbreviate excessively when writing should be more formal
- become frustrated with writing tasks
- turn off from writing tasks easily
- leave written tasks unfinished
- avoid letting others see their written work
- prefer to word-process all work rather than write by hand
- avoid reading what they have written to others

Signs of poor speaking and listening abilities

Look for these signs of difficulty with speaking and listening. Such learners:

- do not contribute or lead discussions
- rely on other people to do the work
- avoid participation in team work and oral presentations
- do not carry out instructions
- need instructions to be repeated
- don't use appropriate body language or gestures



The whole world in your hands

A.C.N. 608508292
A.B.N 11608508292
Phone: 0413 244 994

www.internationalparamediccollege.com.au

training@internationalparamediccollege.com.au

-
- don't identify the difficulties of a task
 - persevere with tasks rather than asking for help
 - are unable to organise tasks
 - deny doing a task so they don't have to talk about it
 - become abusive or angry when listening and speaking
 - make fun of others
 - are absent on days when they have to give oral presentations

Signs of poor numeracy

Look for these signs of difficulty with numeracy. These learners:

- avoid tasks involving mathematical calculations and processes
- won't calculate without a calculator or cash register
- do not estimate sizes or quantities
- get confused and easily distracted when counting
- can't read large numbers
- are overly rigid in following outlines, methods and steps
- follow 'rules' without understanding why
- can't explain the process used
- don't contribute to discussion on problem-solving
- avoid putting answers down until teacher works them out on the board
- constantly say 'This is stupid' and 'I hate math'
- copy from others rather than working things out themselves
- write numbers illegibly and/or messily
- make fun of other people and/or their work
- are absent on test days
- get angry when faced with tasks involving mathematical concepts and processes
- are easily distracted and distracts others from the numeracy task

Please contact administration for further information about reasonable adjustment or support