



Certificate of Adult Literacy and Numeracy

ENROL & START TODAY

* Ts&Cs apply

- ✓ Unlimited Support
- ✓ 12 Months Access

TOTAL COST

\$399.00

The Certificate of Adult Literacy and Numeracy is an online professional development course that provides the skills required to teach literacy and numeracy to adult learners. On completion, you will have a foundation understanding of how to deliver a literacy and numeracy education program for adult learners.

Course Description

Today's workplaces demand high literacy and numeracy skills to problem-solve in an increasingly technology-rich environment. So, teaching literacy and numeracy is critical to enhancing an individual's career success and life satisfaction.

Certificate of Adult Literacy and Numeracy is an online professional development course that provides the skills required to teach literacy and numeracy to adult learners.

In this adult literacy and numeracy course, you will learn to establish literacy and numeracy needs for adult learners, identify skills gaps, identify learning difficulties and implement strategies to suit learning styles. This course will also explore the Skills for Education and Employment (SEE) program, Adult Migrant English Program (AMEP), ACSF guidelines and Australian Core Skills Framework (ACSF).

You'll also learn to design educational materials, such as smartboards, data projectors, handouts, charts and graphs, mathematics games, assessments and lesson plans, to enhance learning outcomes and monitor student progress.

On completion of this course, you will have a foundation understanding of how to deliver a literacy and numeracy education program for adult learners.

Printed learning materials are available for purchase for this course and can be ordered during enrolment.

Study Hours

Estimated duration **45 Hours**

Course Delivery and Start

Start anytime, self-paced and 100% online

Assessment

Assessment will be comprised of written exercises, including short-answer questions, reflective tasks, short reports and/or projects. There are no examinations or due dates for assessment. As a result, you can complete training in your own time and at your own pace with the assistance of unlimited tutor support.

Career Outcomes

- Tutors
- Adult educators
- Coaches

Course Structure

Unit 1 – Respond to client language literacy and numeracy needs

- Establish clients (language literacy and numeracy) LLN needs
- Signs of needs
- Impacts of LLN needs
- Acquired brain injury (ABI)
- Parental education attainment
- Illiterate parents
- Socioeconomic status
- Access to resources
- People from remote and rural areas
- Refugee status/displacement
- Language other than English
- Interrupted formal education
- People with disability
- Youth experiences
- Strategies used to avoid revealing LLN issues
- Review scope of LLN skill requirements
- Practical civic and professional mathematics/numeracy
- Maths for leisure
- Identify LLN skills gaps
- Using body language to show interest
- Impacts of LLN needs
- Substance abuse
- ADD and ADHD
- Specific learning difficulties
- Symptoms of dyslexia and dyscalculia
- Symptoms of dyspraxia and dysgraphia
- Auditory Processing Disorder (APD)
- Visual Processing Disorder (VPDs)
- Expressive language disorder
- Intellectual disability
- Agree on areas of LLN needs with client
- Assessing clients reading, writing
- Agree on areas of need
- Assessing oral communication and numeracy
- The Skills for Education and Employment (SEE) program
- Adult Migrant English Program (AMEP)
- Cultural needs
- Working with Aboriginal clients
- Learning styles
- Visual learners
- Auditory learners
- Kinaesthetic learners
- Prioritise areas for action based on needs
- Health literacy
- Adjusting delivery approaches
- Tools and aids used to support communication
- Visual and reading aids
- Auslan and braille
- Interpreters
- Community learning centres
- Home tutor schemes
- Assistive technology
- The reading writing hotline
- Records management
- ACSF guidelines
- Monitor and support clients

Course Structure

Unit 2 – Support adult language and literacy learning

- Confirm scope of own role and responsibility
- The Australian Core Skills Framework (ACSF)
- Assessing a learner's ability level
- Assessing a learner's writing level
- Assessing a learner's oral communication level
- Factors inhibiting the development of language and literacy skills
- Sharing experiences
- Using questions that facilitate two-way communication
- Using body language to show interest
- Factors that may inhibit the development of language and literacy skills
- Parents who are not literate
- Refugee displacement
- Acquired Brain Injury (ABI)
- Childhood socioeconomic status
- Home language other than English
- Learning disorders
- Establish learning outcomes
- SMART goals
- Plan learning environment (mapping room)
- Noise and temperature
- Eliminating sensory overload
- Seating plans/patterns
- Well designed lesson plans
- Strategies for learners with identified inhibitors to language and literacy development
- Using games and pictures
- Smartboards and data projectors
- Use of written language
- PowerPoint presentations
- Designing handouts
- Oral communication
- Personal and cooperative communication
- Procedural and technical communication
- Systems and public communication
- Using language to interact effectively
- Speaking with learners from cultural backgrounds
- Scaffold learning
- Using cliches
- Three main forms of language
- Interpreting texts and literary genres
- Text selection based on the ability
- The process to teach illiterate adults to read
- Making educated guesses
- Encourage problem solving
- Three types of cues
- Specific literacy skills to be taught
- Evaluate learning outcomes
- Using appropriate terminology (terms and definitions)
- Implement planned strategies
- Scaffolding writing
- Develop performance features
- Purpose of a learner's writing affects
- Evaluate learning outcomes
- Rubric for responding to customer complaints
- Monitor learners progress
- Review and adjust strategies
- Continuous improvement cycle

Course Structure

Unit 3 – Support adult numeracy learning

- Scope of own role and responsibilities
- Assessing a learner using the ACSF
- Assess a learner's writing
- Assess a learner's oral communication
- Assess a learner's numeracy
- Factors that inhibit the development of numeracy skills
- Gender
- Refugee status
- Mathematics anxiety phobia
- Dyscalculia
- Visual Processing Disorder (VPD's)
- Negotiating numeracy learning needs
- Establishing goals
- Learning environments activities and evaluation methods
- Noise in the learning environment
- Eliminating sensory overload
- Flexibility
- Seating plans and patterns
- Well designed lesson plans
- Monitor learner understanding to inform planning
- Resources
- Smartboards, data projectors
- Charts and graphs
- PowerPoint presentations
- Using manipulatives
- Adapting resources
- Numeracy demands and opportunities in daily life
- Uses and functions of mathematics
- Practical and civil mathematics
- Civic and professional mathematics
- Demonstrations
- Numerate understandings and age
- Numerate understandings and culture
- Numerate understandings and indigenous culture
- Numerate understandings and interests, needs and learning styles
- Visual, auditory and kinaesthetic learners
- Applying mathematics skills and knowledge for numeracy
- Scaffold learning
- Using faded works sheets
- Teaching mathematics skills via modelling
- Small group/cooperative learning
- Use of computers/technology
- Learning support
- Mathematics games
- Enhancing learner abilities and needs
- Multi-level teaching
- Individualised instruction
- Encouraging learners to problem solve
- Using numeracy language to focus learners on mathematics
- List of words and definitions
- Evaluating learning outcomes
- Planning strategies
- Personal and cooperative communication
- Procedural and technical communication
- Systems and public communication

Course Structure

Unit 3 – Support adult numeracy learning

- Improving mental computation and calculation skills
- Making mistakes and reasonable solutions
- Encouraging learners and building their confidence
- Formative and summative assessment
- Review and feedback
- Continuous improvement



Testimonials

[View All Testimonials](#)

I found it very interesting and strongly related to my profession.

Irene, Kincross, QLD | Certificate of Adult Literacy and Numeracy

Great communication, very helpful

Nikki, Boronia Heights, QLD | Certificate of Adult Literacy and Numeracy

Graduation

A **Certificate of Attainment** and **Statement of Results** will be issued upon successful completion of this course.

How to Enrol

All enrolments are completed through our course pages. Simply visit your chosen course page to get started. You will be guided through the enrolment process step by step.

If you have any questions or need help choosing the right course, our team is available during business hours to assist.

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