

The Framework

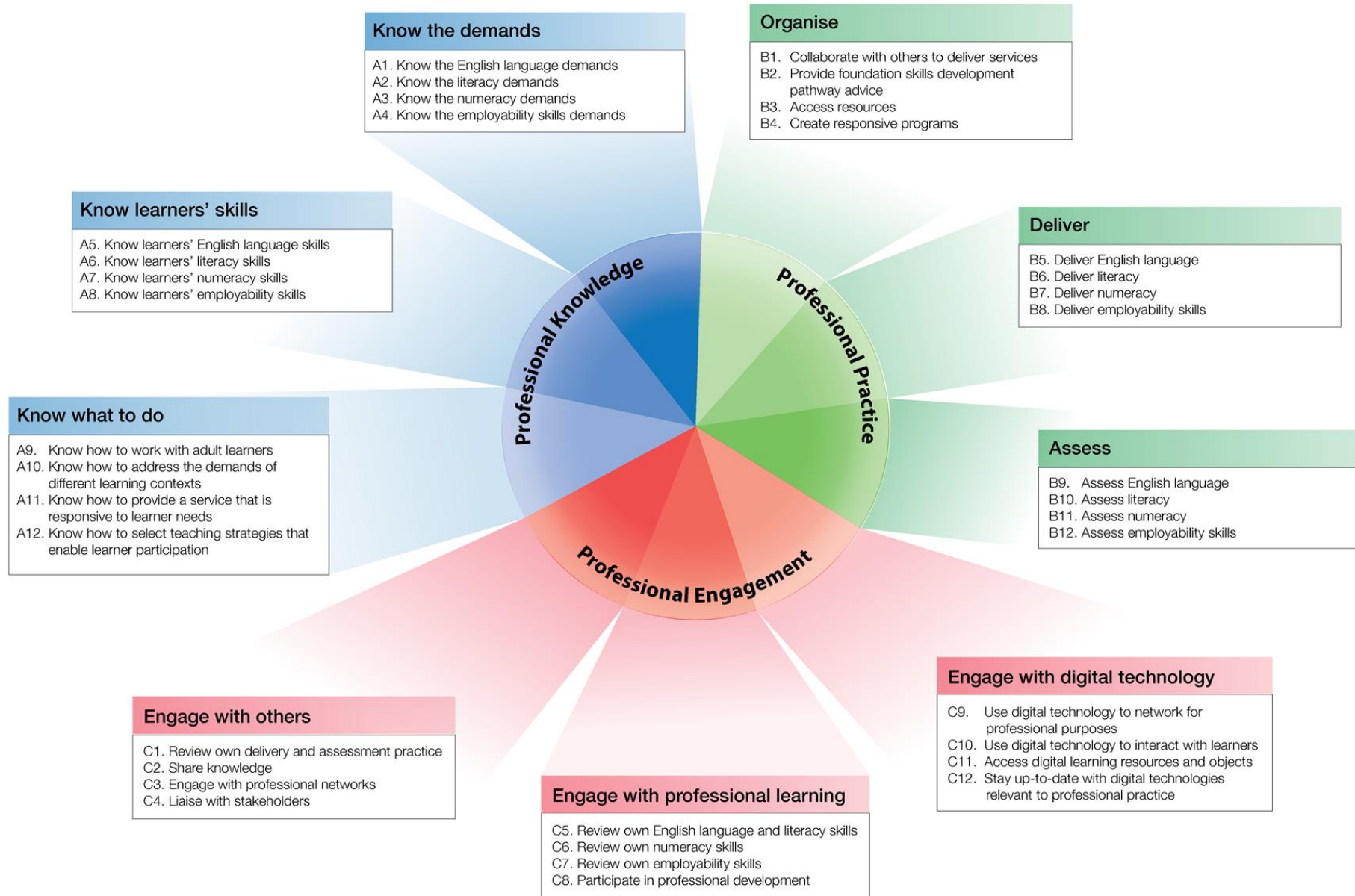
Foundation Skills Professional Standards Framework

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Framework Overview



Levels:		1	2	3	4	
Capabilities		Descriptor statements				
A. Professional Knowledge	<i>Know the demands</i>	A1. Know the English language demands	A1.1 Use awareness of English language demands in a specific context to identify potential barriers for individuals	A1.2 Use available sources of advice and recognised tools to identify the English language demands of a specific text, task or situation	A1.3 Use thorough knowledge of English language structure and systems, and application in context, to identify and describe the English language demands of a range of texts, tasks or situations	A1.4 Use advanced and integrated knowledge of English language structure and systems, and application in context, to analyse the English language demands embedded in complex systems
		A2. Know the literacy demands	A2.1 Use awareness of literacy demands in a specific context to identify potential barriers for individuals	A2.2 Use available sources of advice and recognised tools to identify the literacy demands of a specific text, task or situation	A2.3 Use thorough knowledge of social and functional literacy theory, and its application in context, to identify and describe the literacy demands of a range of texts, tasks or situations	A2.4 Use advanced and integrated knowledge of social and functional literacy theory, and its application in context, to analyse the literacy demands embedded in complex systems
		A3. Know the numeracy demands	A3.1 Use awareness of numeracy demands in a specific context to identify potential barriers for individuals	A3.2 Use available sources of advice and recognised tools to identify the numeracy demands of a specific text, task or situation	A3.3 Use thorough knowledge of mathematical language, information and ideas, and their application in context, to identify and describe the numeracy demands of a range of texts, tasks or situations	A3.4 Use advanced and integrated knowledge of mathematical language, information and ideas, and their application in context, to analyse the numeracy demands embedded in complex systems
		A4. Know the employability skills demands	A4.1 Use awareness of employability skills demands in a specific context to identify potential barriers for individuals	A4.2 Use available sources of advice and recognised tools to identify the employability skills demands of a specific text, task or situation	A4.3 Use thorough knowledge of employability skills, and their application in context, to identify and describe the employability skills demands of a range of texts, tasks or situations	A4.4 Use advanced and integrated knowledge of employability skills, and their application in context, to analyse the employability skills demands embedded in complex systems

Levels:		1	2	3	4	
Capabilities		Descriptor statements				
A. Professional Knowledge	<i>Know learners' skills</i>	A5. Know learners' English language skills	A5.1 Identify broad strengths and weaknesses in the English language skills of individuals based on their performance in a specific context	A5.2 Assess the English language skills of individuals using prepared tools based on recognised frameworks	A5.3 Design and use contextualised assessment tools based on recognised frameworks to assess the English language skills of individuals	A5.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the English language skills of individuals and groups
		A6. Know learners' literacy skills	A6.1 Identify broad strengths and weaknesses in the literacy skills of individuals based on their performance in a specific context	A6.2 Assess the literacy skills of individuals using prepared tools based on recognised frameworks	A6.3 Design and use contextualised assessment tools based on recognised frameworks to assess the literacy skills of individuals	A6.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the literacy skills of individuals and groups
		A7. Know learners' numeracy skills	A7.1 Identify broad strengths and weaknesses in the numeracy skills of individuals based on their performance in a specific context	A7.2 Assess the numeracy skills of individuals using prepared tools based on recognised frameworks	A7.3 Design and use contextualised assessment tools based on recognised frameworks to assess the numeracy skills of individuals	A7.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the numeracy skills of individuals and groups
		A8. Know learners' employability skills	A8.1 Identify broad strengths and weaknesses in the employability skills of individuals based on their performance in a specific context	A8.2 Assess the employability skills of individuals using prepared tools based on recognised frameworks	A8.3 Design and use contextualised assessment tools based on recognised frameworks to assess the employability skills of individuals	A8.4 Use recognised frameworks to develop tools and processes for structured, diagnostic assessment of the employability skills of individuals and groups

Levels:		1	2	3	4	
Capabilities		Descriptor statements				
A. Professional Knowledge	<i>Know what to do</i>	A9. Know how to work with adult learners	A9.1 Use basic understanding of working with adult learners to inform interaction with individuals	A9.2 Use general understanding of working with adult learners when providing services to individuals or groups	A9.3 Use thorough understanding of working with adult learners to develop and provide foundation skills services that respond to the needs of individuals or groups	A9.4 Use advanced and integrated understanding of working with adult learners to design, implement and evaluate foundation skills services, programs or resources that respond to the needs of individuals or groups
		A10. Know how to address the demands of different learning contexts	A10.1 Use basic understanding of the demands of the learning context to access support from foundation skills providers to address the identified needs of individuals	A10.2 Use general understanding of the demands of learning contexts to provide foundation skills services that address the identified needs of individuals or groups	A10.3 Use thorough understanding of the demands of learning contexts to develop and deliver foundation skills services based on identified needs of individuals or groups	A10.4 Use advanced and integrated understanding of the demands of learning contexts to design, implement and evaluate foundation skills services, programs or resources based on identified needs of individuals, groups or stakeholders
		A11. Know how to provide a service that is responsive to learner needs	A11.1 Use basic understanding of social, cultural and linguistic diversity to inform interaction with individuals	A11.2 Use general understanding of social, cultural and linguistic diversity to guide the provision of foundation skills services to individuals or groups	A11.3 Use thorough understanding of social, cultural and linguistic diversity to develop and provide foundation skills services that are responsive to the needs of individuals or groups	A11.4 Use advanced and integrated understanding of social, cultural and linguistic diversity to design, implement and evaluate foundation skills services, programs or resources
		A12. Know how to select teaching strategies that enable learner participation	A12.1 Use basic understanding of instructional strategies to inform interaction with individuals	A12.2 Use general understanding of teaching theories and methodologies to guide the provision of foundation skills services to individuals or groups	A12.3 Use thorough understanding of teaching theories and methodologies to underpin the development and provision of foundation skills services that are responsive to the needs of individuals or groups	A12.4 Use advanced and integrated understanding of teaching theories and methodologies to design, implement and evaluate foundation skills services, programs or resources

Levels:		1	2	3	4	
Capabilities		Descriptor statements				
B. Professional Practice	<i>Organise</i>	B1. Collaborate with others to deliver services	B1.1 Provide context-specific support and advice to providers of foundation skills services	B1.2 Work with others to deliver foundation skills services	B1.3 Build partnerships and collaborate with others to deliver foundation skills services	B1.4 Lead initiatives to bring diverse stakeholders together to establish and deliver foundation skills services
		B2. Provide foundation skills development pathway advice	B2.1 Provide information on foundation skills support services available for individuals	B2.2 Advise individuals on a range of available options for foundation skills development	B2.3 Tailor foundation skills development pathway advice to the needs of individuals or groups	B2.4 Establish and lead fit-for-purpose foundation skills advisory services
		B3. Access resources	B3.1 Source resources to support foundation skills development through advice from experienced mentors and professional networks	B3.2 Access and review recommended foundation skills resources to determine their suitability for a particular purpose, with support from an experienced mentor	B3.3 Develop or contextualise foundation skills resources to meet the requirements of a particular purpose or delivery context	B3.4 Lead the development and validation of fit-for-purpose foundation skills resources
		B4. Create responsive programs	B4.1 Work with providers of foundation skills services to identify the combination of foundation skills to be addressed through a learning program	B4.2 Work with others to develop learning programs that address the combination of foundation skills required by an individual or group	B4.3 Analyse the impact that combinations of foundation skills have on program design and develop learning programs that address individual or group requirements	B4.4 Lead the design, development and evaluation of learning programs that draw together specialised knowledge to provide combinations of foundation skills development for individuals or groups

Levels:	1	2	3	4
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Capabilities		Descriptor statements				
B. Professional Practice	<i>Deliver</i>	B5. Deliver English language	B5.1 Use simple instructional strategies to support the delivery of targeted English language content, with support from an experienced mentor	B5.2 Use a limited range of teaching strategies to deliver clearly identified English language content in a specific text or task, with guidance from an experienced mentor	B5.3 Use effective teaching strategies to deliver English language content across a range of texts or tasks, drawing on experience and a thorough knowledge of English language structure, systems, and their application in context	B5.4 Use relevant teaching theories to provide leadership in learning design and facilitation of English language provision, drawing on advanced and integrated knowledge of English language structure and systems, and their application in context
		B6. Deliver literacy	B6.1 Use simple instructional strategies to support the delivery of targeted literacy content, with support from an experienced mentor	B6.2 Use a limited range of teaching strategies to deliver clearly identified literacy content in a specific text or task, with guidance from an experienced mentor	B6.3 Use effective teaching strategies to deliver literacy content across a range of texts or tasks, drawing on experience and a thorough knowledge of social and functional literacy theory and its application in context	B6.4 Use relevant teaching theories to provide leadership in learning design and facilitation of literacy provision, drawing on advanced and integrated knowledge of social and functional literacy theory and its application in context
		B7. Deliver numeracy	B7.1 Use simple instructional strategies to support the delivery of targeted numeracy skill development, with support from experienced mentor	B7.2 Use a limited range of teaching strategies to deliver clearly identified numeracy content in a specific text or task, with guidance from an experienced mentor	B7.3 Use effective teaching strategies to deliver social and functional numeracy content across a range of texts or tasks, drawing on experience and a thorough knowledge of mathematical language, information and ideas and their application in context	B7.4 Use relevant teaching theories to provide leadership in learning design and facilitation of numeracy provision, drawing on advanced and integrated knowledge of social and functional mathematical language, information and ideas and their application in context
		B8. Deliver employability skills	B8.1 Use simple instructional strategies to support the delivery of targeted employability skills development, with support from experienced mentor	B8.2 Use a limited range of teaching strategies to deliver clearly identified employability skills content in a specific text or task, with guidance from an experienced mentor	B8.3 Use effective teaching strategies to deliver employability skills content across a range of texts or tasks, drawing on experience and a thorough knowledge of employability skills and their application in context	B8.4 Use relevant teaching theories to provide leadership in learning design and facilitation of employability skills provision, drawing on advanced and integrated knowledge of employability skills and their application in context

Levels:		1	2	3	4	
Capabilities		Descriptor statements				
B. Professional Practice	Assess	B9. Assess English language	B9.1 Use outcomes from diagnostic English language assessments to inform approaches to service provision with support from an experienced mentor	B9.2 Use available assessment tools and processes to assess English language with guidance from an experienced mentor	B9.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of English language	B9.4 Draw on advanced theoretical and technical knowledge of assessment methodologies to provide leadership in the design, development, implementation and review of English language assessment
		B10. Assess literacy	B10.1 Use outcomes from diagnostic literacy assessments to inform approaches to service provision with support from an experienced mentor	B10.2 Use available assessment tools and processes to assess literacy with guidance from an experienced mentor	B10.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of literacy	B10.4 Draw on advanced theoretical and technical knowledge of assessment methodologies to provide leadership in the design, development, implementation and review of literacy assessment
		B11. Assess numeracy	B11.1 Use outcomes from diagnostic numeracy assessments to inform approaches to service provision with support from an experienced mentor	B11.2 Use available assessment tools and processes to assess numeracy with guidance from an experienced mentor	B11.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of numeracy	B11.4 Draw on advanced theoretical and technical knowledge of assessment methodologies to provide leadership in the design, development, implementation and review of numeracy assessment
		B12. Assess employability skills	B12.1 Use outcomes from diagnostic employability skills assessments to inform approaches to service provision with support from an experienced mentor	B12.2 Use available assessment tools and processes to assess employability skills with guidance from an experienced mentor	B12.3 Draw on experience and applied knowledge of assessment tools, processes and frameworks to conduct diagnostic, formative and summative assessments of employability skills	B12.4 Draw on advanced theoretical and technical knowledge across a range of assessment methodologies to provide leadership in the design, development, implementation and review of employability skills assessment

Levels:		1	2	3	4	
Capabilities		Descriptor statements				
C. Professional Engagement	<i>Engage with others</i>	C1. Review own delivery and assessment practice	C1.1 Use advice from others to target areas for capability building in relation to own foundation skills delivery and assessment practice	C1.2 Review own foundation skills delivery and assessment practice and seek advice from others to identify areas for capability building	C1.3 Critically review own foundation skills delivery and assessment practice and seek specialised feedback from others to identify opportunities for improvement	C1.4 Critically review own foundation skills delivery and assessment practice using inquiry-based learning in the workplace, specialised feedback from others, and knowledge of emerging research, to identify opportunities for improvement
		C2. Share knowledge	C2.1 Access information about foundation skills from authoritative sources and share relevant knowledge with others	C2.2 Access and synthesise information about foundation skills from a range of sources and share relevant knowledge with others	C2.3 Transfer specialised knowledge with others and build own knowledge of foundation skills practice through participation in knowledge sharing activities	C2.4 Use and share evidence-based research to contribute to knowledge building in the foundation skills field
		C3. Engage with professional networks	C3.1 Participate in activities conducted by professional networks or associations to build awareness of foundation skills	C3.2 Identify and engage with relevant professional networks and associations to inform own foundation skills practice	C3.3 Establish and maintain connections with professional networks and associations to stay informed of developments relevant to own foundation skills practice	C3.4 Initiate and facilitate interaction with professional networks and associations to stay informed of emerging research and practice in the provision of foundation skills services
		C4. Liaise with stakeholders	C4.1 Participate in discussions with stakeholders to gather information on their needs and expectations	C4.2 Engage with stakeholders to ensure own practice is guided by their needs and expectations	C4.3 Establish and maintain relationships with stakeholders to ensure that own practice meets their needs and expectations	C4.4 Initiate and facilitate ongoing approaches for stakeholder liaison to ensure that learning programs meet their needs and expectations

Levels:		1	2	3	4	
Capabilities		Descriptor statements				
C. Professional Engagement	<i>Engage in professional learning</i>	C5. Review own English language and literacy skills	C5.1 Review own English language and literacy skills and identify strengths and weaknesses	C5.2 Analyse own English language and literacy skills to identify strengths and weaknesses that may impact on practice	C5.3 Critically evaluate own English language and literacy skills and identify skill building strategies to improve own practice	C5.4 Continually monitor and evaluate own English language and literacy skills, and identify skill building strategies to support an extension or specialisation of practice
		C6. Review own numeracy skills	C6.1 Review on own numeracy skills and identify strengths and weaknesses	C6.2 Analyse own numeracy skills to identify strengths and weaknesses that may impact on practice	C6.3 Critically evaluate own numeracy skills to identify skill building strategies to improve own practice	C6.4 Continually monitor and evaluate own numeracy skills, and identify skill building strategies to support an extension or specialisation of practice
		C7. Review own employability skills	C7.1 Review on own employability skills and identify strengths and weaknesses	C7.2 Analyse own employability skills to identify strengths and weaknesses that may impact on practice	C7.3 Critically evaluate own employability skills to identify skill building strategies to improve own practice	C7.4 Continually monitor and evaluate own employability skills, and identify skill building strategies to support an extension or specialisation of practice
		C8. Participate in professional development	C8.1 Identify and access readily available professional development on foundation skills relevant to own practice	C8.2 Identify and select relevant foundation skills professional development opportunities to improve own practice	C8.3 Evaluate and select specialised foundation skills professional development opportunities to extend or strengthen own practice	C8.4 Design and facilitate foundation skills professional development to continuously and strategically improve own practice and inform or validate the practice of others

Levels:		1	2	3	4	
Capabilities		Descriptor statements				
C. Professional Engagement	<i>Engage with digital technology</i>	C9. Use digital technology to network for professional purposes	C9.1 Use digital technology to access information and contacts relevant to own foundation skills practice, including by following opinion leaders and mentors	C9.2 Use digital technology to actively participate in knowledge sharing activities relevant to own foundation skills practice	C9.3 Use digital technology to interact with others, selectively researching and filtering information streams, to inform and share own foundation skills practice	C9.4 Use digital technology as an opinion leader and mentor to create and lead professional communities of practice on aspects of foundation skills
		C10. Use digital technology to interact with learners	C10.1 Use readily available digital technology to interact with learners in a way that promotes and supports positive digital citizenship, with support from an experienced mentor	C10.2 Use digital technology to communicate with learners in a way that extends their learning and promotes and supports positive digital citizenship, with guidance from an experienced mentor	C10.3 Use digital technology to communicate with learners in a way that extends their learning and promotes and supports positive digital citizenship	C10.4 Design, implement and review practices that use digital technology to enhance foundation skills learning experiences for learners in a way that promotes and supports positive digital citizenship
		C11. Access digital learning resources and objects	C11.1 Select and use digital learning resources and objects that support the development of learners' foundation skills, with support from an experienced mentor	C11.2 Customise digital learning resources and objects to meet the foundation skills development needs of learners, with guidance from an experienced mentor	C11.3 Select, customise and use digital learning resources and objects to meet the foundation skills development needs of learners	C11.4 Design, develop and review digital learning resources and objects that meet the foundation skills development needs of learners
		C12. Stay up-to-date with digital technologies relevant to professional practice	C12.1 Participate in formal or informal learning to prepare for the introduction of digital technologies and applications in own foundation skills practice, with support from an experienced mentor	C12.2 Seek out and participate in opportunities to learn about digital technologies and applications and their potential impact on own foundation skills practice, with guidance from an experienced mentor	C12.3 Identify, test and review digital technologies and applications to consider their potential for use in own foundation skills practice	C12.4 Design and manage organisational systems for reviewing the potential use and impact of digital technologies and applications on foundation skills service delivery