

Certificate III in EAL (Access)

Unpacking a unit
VU22614: Read and write
straightforward descriptive
and narrative texts.





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- Read
- **Performance Criteria**
- **Elements**
- **Range Statement**
- **Skills and Knowledge**
(Contextualise)
- **Evidence Guide**
- **Methods of Assessment**

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Resources





- Created my own resources
- Adapt resources depending on the cohort you are teaching and the requirements of the Assessment Criteria .
- All resources should be **current, valid and authentic**
- Use existing resources and adapt
- No need to reinvent




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Learning Activities

1. **Scaffold learning**
 - Formative tasks, which link to the Assessment tool.
 - These also allow to check on how the learner is progressing and provide contextualisation.
 - Formative tasks need to relate to the skills and knowledge of the unit.
2. **Models**
 - Teacher model
 - Worked examples of learner's work.
3. **Delivery**
 - Integrate reading and writing
 - Embed learning of reading and writing (simultaneous)
 - Reading strategies , example skimming and scanning
 - Writing strategies, example paragraph structure.



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Collaborative Planning

- At Melbourne Polytechnic we have created our own Learner Resource Books and
- Learning Management System (LMS) Moodle sites. Teacher collaboration and supported by leadership. We have not recreated.
- Delivery is theme based.
- Each term has a different theme: Term 1: "Life in Australia" / Term 3: "My Community".
- We have mixed funding in our English language classes so this will also influence themes.