Recognition of Prior Learning (RPL) Guide

Certificate IV in TESOL: Teaching English to Speakers of other Languages (course code 30920QLD)

The LTi Certificate IV in TESOL consists of:

- Thirteen (13) Core Units
- One (1) Elective Unit
- Practice Teaching (6 hours of supervised teaching + up to 14 hours of observation of experienced TESOL teaching)

In order to be awarded the full qualification you will need to be assessed as competent in all of the above. Your competency can be assessed through evidence you provide for RPL or through the completion of assessment items (gap training).

What is RPL?

Recognition of Prior Learning (RPL) is the formal acknowledgment of knowledge and skills obtained through activities such as:

- **Formal Courses and training programs** (eg at University or other institutions)
- **Informal Courses or training** (eg a non-accredited program completed in preparation for volunteer work)
- **Private study** (eg done for enjoyment via internet)
- **Employment** (eg skills and knowledge gained through employment)
- **Volunteer work** (eg skills and knowledge gained through volunteer work)

The term “RPL” is the term used to include, or be equivalent to “Credit”. You could say that RPL is “credit” given as a result of past studies, and past or current experience.

What sort of evidence do I need?

Some examples of evidence include:

- **Past Studies**
  - copies of qualifications you have received & academic transcripts showing exact subjects or topics
  - actual work you completed for past studies (eg Essays or assignments)
- **Workplace Documents** produced by you (in paid or voluntary capacity)
  - training session plans and work programs
  - learning materials
  - assessment tools
- **Audio/Video Recordings**
  - Eg Of you teaching or assessing
- **Third Party Reports**
  - references from your employers
  - supervisors reports
  - Student testimonials
  - Peer/colleague testimonials
- **Any Other Evidence**
  - Eg Documents from workshops, seminars and conferences

This guide will give you suggestions of what can be submitted for each Unit.
RPL can only be given to a person where they have the evidence that is:

- **Valid** – the evidence represents and matches the unit’s requirements
- **Sufficient** – the evidence is enough to show that you are competent in all of the requirements of the unit
- **Authentic** – it can be verified that the evidence you have submitted is genuinely your own work, qualifications, experience etc.
- **Current** – the evidence shows your current ability and how it meets current industry standards

**How much RPL can I apply for?**

- You can claim RPL for as many Units as you can provide evidence for. If you submit appropriate evidence for all of the Units, and an assessor deems that the evidence meets the requirements, then RPL can be granted for the full Certificate IV in TESOL.
- If you are not able to receive full RPL because a limited number of areas are not addressed you will be advised of what ‘gap’ training and assessment is needed in order for you to receive the full Certificate IV in TESOL.
- If you are granted RPL for just a few Units, then you will be advised to complete the Course without the need to do the Units for which RPL applies.
- In some circumstances, RPL might be granted for parts of Units, or, some requirements of the Course may be waived or reduced. For example, an experienced teacher may have the Practice Teaching requirements of the Course reduced.

**How long does the RPL process take?**

Generally this will depend on how long it takes for you to gather and provide the evidence, and how easy it is for the assessor to confirm that the evidence meets the requirements. The more thoroughly you complete the relevant sections of this RPL Guide, and the more clearly you link the evidence to the relevant Units, the quicker the process.

**How much does RPL cost or save?**

Receiving some RPL can reduce the cost of completing the full Course. However, in some circumstances, the cost of the Course will not be reduced, but RPL will save you time.

If you are eligible for full RPL, the cost of obtaining the Cert IV in TESOL by RPL may be as low as about half the normal cost of completing the Course. To find out how much it will cost to complete

Prior to engaging in the full RPL process, including the submission of the full RPL Application, you can be provided with a quote of the “cost” or “saving” that might apply to you. This estimate can be obtained by sending an email with some relevant information about your past experience and / or studies to: admin@lti.edu.au Your email should include a recently updated Resume or CV and contain any other information which you think is relevant.

Following receipt of this email, you may be contacted to arrange a time and means of talking with an LTi representative – eg by phone, skype, or in a face to face meeting etc.

The estimate we provide to you will be based on the information that you provide to us. Generally the estimate is accurate, but if the understanding we gained from you in the process of providing you with the estimate is not substantiated by the documentation we receive from you in the full RPL application process, we may require that an adjustment be made.
To obtain rpl you must Enrol in the Course
You can enrol on-line through our website. When you enrol you will need to pay the required fee. If you have been provided with an initial estimate, you will need to pay that amount. You will also need to provide evidence that you meet the English Proficiency requirements of enrolling in the Course. These requirements are specified on the Enrolment Form.

After you enrol and pay, you will then be sent a full set of TESOL Course materials. Having access to these materials may assist you in the following ways:
- They may give you a better understanding of the “content” of the Course which will help you in the process of gathering the evidence required for your RPL submission.
- They may assist in the process of communication between your assessor and yourself about the requirements of the Course.
- They will equip you to complete Units or sections of work from the materials that might “fill the gaps” identified in the RPL process if required by your assessor.

What is the process for obtaining RPL
1. Use the forms in this Guide.
2. Send the completed forms with all other relevant, associated documents to LTi.
3. An LTi representative will do an initial assessment of your submission.
4. You will be given feedback about your submission.
5. You may be asked to provide more documentation or information.
6. You may be invited to participate in a “competency conversation” in which you may be asked to provide information that is specific to the Units of the Course. This may help confirm that you do have the knowledge and skills necessary for RPL to be granted.
7. If you were seeking full RPL for the whole Course, or in a number of Units, you may be asked to complete some tasks from the Course materials you have received in order to fill the “gaps” identified in the assessment process for completion of the full Course or the Units for which you were seeking RPL.
8. If you were only seeking a limited amount of RPL, you will be able to carry on completing the full Course.
9. Once you have been assessed as competent in all of the units, you will be sent your Australian Government accredited Certificate IV in TESOL!

What are you provided with in this guide?
The following Forms are provided in this Guide:
- RPL UNIT EVIDENCE FORM
- RPL SELF ASSESSMENT FORM
- RPL COLLEAGUE TESTIMONIAL FORM
- RPL SUPERVISOR TESTIMONIAL FORM
- RPL EVIDENCE SUMMARY FORM

These forms are designed to give you a structure for providing the required information. If you feel overwhelmed about what is required, you can ask for assistance from your RPL Assessor or other LTi staff. RPL is meant to make it easier for you to gain a qualification, not more difficult or stressful. Please let us help you.
RPL UNIT EVIDENCE FORM
Cert IV in TESOL (30920QLD)

Name: ____________________________________________
Email: __________________________________________

Mobile Phone:____________________________________ Work Phone (if ok to call): _______________________

(✓) Core Units for which RPL is sought – all Units are required for full Cert IV in TESOL

☐ Analyse language, culture and learning (CORE)
☐ Analyse the English language (CORE)
☐ Apply approaches and methods in TESOL (CORE)
☐ Design syllabus and plan lessons (CORE)
☐ Teach English grammar (CORE)
☐ Teach spelling and pronunciation (CORE)
☐ Teach speaking (CORE)
☐ Teach listening (CORE)
☐ Teach reading (CORE)
☐ Teach writing (CORE)
☐ Assess ESL learning (CORE)
☐ Develop resource files (CORE)

(✓) Elective Unit for which RPL is sought – one Unit required for Cert IV in TESOL

☐ Teach English for specific purposes (ELECTIVE)
☐ Teach ESL to early childhood learners (ELECTIVE)
☐ Teach ESL to primary school-aged learners (ELECTIVE)
☐ Teach ESL to teenage learners (ELECTIVE)
☐ Use music, art and drama in TESOL (ELECTIVE)
☐ Conduct experiential learning programs (ELECTIVE)
☐ Work with volunteers in ESL contexts (ELECTIVE)
☐ Establish community based English classes (ELECTIVE)
☐ Use computers to assist ESL Learning (ELECTIVE)

ON THIS PAGE (ABOVE) YOU NEED TO INDICATE THE UNITS FOR WHICH YOU SEEK RPL. THEN, PLEASE CONTINUE BELOW.
ON THE FOLLOWING PAGES, PLEASE INDICATE WHAT EVIDENCE YOU CAN PROVIDE FOR EACH UNIT FOR WHICH YOU SEEK RPL.

<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QLD244LCL01B Analyse language, culture and learning</td>
<td>This unit of competency describes the skills and knowledge required to deal with the relationships between language and culture, language and learning. It addresses the impact these dynamics have on the ESL classroom, and applications within ESL teaching.</td>
<td>Evidence of the following to be collected:</td>
<td>□ Lesson plans that you have produced which allow for language, cultural and learning diversity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Knowledge of cultural and individual differences where they existed</td>
<td>□ Relevant qualifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accommodating a variety of learning styles and strategies in the ESL classroom</td>
<td>□ References from employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Displaying an attitude of openness to accept and respect cultural and individual differences</td>
<td>□ Colleague Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Making cultural aspects of communication explicit to ESL learners</td>
<td>□ Supervisor Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using inclusive teaching and classroom management strategies to establish an environment of cultural tolerance and respect</td>
<td>□ Other (please list below):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explaining the culture of the local educational setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Lesson plans that you have produced which allow for language, cultural and learning diversity.</td>
<td>□ Relevant qualifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Knowledge of cultural and individual differences where they existed</td>
<td>□ References from employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Accommodating a variety of learning styles and strategies in the ESL classroom</td>
<td>□ Colleague Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Displaying an attitude of openness to accept and respect cultural and individual differences</td>
<td>□ Supervisor Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Making cultural aspects of communication explicit to ESL learners</td>
<td>□ Other (please list below):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Using inclusive teaching and classroom management strategies to establish an environment of cultural tolerance and respect</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Explaining the culture of the local educational setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Lesson plans that you have produced which allow for language, cultural and learning diversity.</td>
<td>□ Relevant qualifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Knowledge of cultural and individual differences where they existed</td>
<td>□ References from employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Accommodating a variety of learning styles and strategies in the ESL classroom</td>
<td>□ Colleague Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Displaying an attitude of openness to accept and respect cultural and individual differences</td>
<td>□ Supervisor Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Making cultural aspects of communication explicit to ESL learners</td>
<td>□ Other (please list below):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Using inclusive teaching and classroom management strategies to establish an environment of cultural tolerance and respect</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Explaining the culture of the local educational setting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Relevant qualifications</td>
<td>□ References from employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Knowledge of cultural and individual differences where they existed</td>
<td>□ Colleague Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Accommodating a variety of learning styles and strategies in the ESL classroom</td>
<td>□ Supervisor Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Displaying an attitude of openness to accept and respect cultural and individual differences</td>
<td>□ Other (please list below):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Making cultural aspects of communication explicit to ESL learners</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Using inclusive teaching and classroom management strategies to establish an environment of cultural tolerance and respect</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Explaining the culture of the local educational setting</td>
<td></td>
</tr>
</tbody>
</table>

LTi Assessor - The evidence provided is:

☑ Valid ☐ Sufficient ☐ Authentic ☐ Reliable Assessor Comments are attached ☐ (please tick if attached) or as follows:
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
</table>
| QLD244AMT01B    | Apply approaches and methods in TESOL | This unit of competency describes the skills and knowledge required to evaluate strengths and weaknesses of various TESOL methodologies and to select and apply appropriate methodologies in response to different learning needs and situations. | ☐ Any information you have produced in relation to TESOL Methodologies  
☐ Any evidence of training you have had in relation to teaching TESOL methodologies  
☐ Relevant qualifications  
☐ References from employment  
☐ Colleague Testimonial Form  
☐ Supervisor Testimonial Form  
☐ Other (please list below): |
|                 |                 | Evidence of the following to be collected: |                                                                                  |
|                 |                 | • Knowledge of distinctive features of a TESOL methodology: |                                                                                  |
|                 |                 |   • theory of learning  
   • model of language  
   • influence of real-world  
   • emphasis on speaking, listening, reading or writing  
   • role of first language in the learning process  
   • role of teacher  
   • role of textbooks/materials  
   • role of student  
   • point of departure for programming  
• Selection and application of appropriate TESOL methodology must show how the learner’s goals, learning style or culture made the selected methodology/ies most appropriate. |                                                                                  |

**LTi Assessor - The evidence provided is:**

☐ Valid  ☐ Sufficient  ☐ Authentic  ☐ Reliable  
**Assessor Comments are attached** ☐ (please tick if attached) or as follows:

---
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
</table>
| QLD244AEL01B    | Analyse the English language | • analysis of a spoken and a written text, showing social purpose, structural features, language features and comment on Register (authentic or simulated texts)  
• collection of model texts of a particular genre  
• lesson plan based on genre approach to language teaching and learning may be speaking, listening, reading or writing | ☐ Lesson plans you have produced in relation to analysing the English language.  
☐ Written documents analysing language that you have produced.  
☐ Relevant qualifications  
☐ References from employment  
☐ Colleague Testimonial Form  
☐ Supervisor Testimonial Form  
☐ Other (please list below): |

**LTi Assessor - The evidence provided is:**

- [ ] Valid  
- [ ] Sufficient  
- [ ] Authentic  
- [ ] Reliable  

**Assessor Comments are attached** ☐ (please tick if attached) or as follows:
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✔) and supply with your RPL Application.</th>
</tr>
</thead>
</table>
| QLD244DSP01B Design syllabus and plan lessons | This unit of competency describes the skills and knowledge required to plan and implement a series of lessons for individuals in a group ESL learning environment. It addresses the practical techniques required to plan, deliver and review ESL teaching. | • Basic knowledge of the principles of adult learning including; learning needs to be learner centred, students need to be supported throughout learning process, use of model texts, students have life experiences they can connect with learning and students prefer to know why they are learning something and it’s benefits to them.  
• Basic Knowledge of the effects of verbal and non-verbal communication (for example: how to interpret behaviour including those that fall outside of the teacher/trainer’s home culture and how to model behaviour and values  
• Basic knowledge of learner styles (for example: Auditory, Visual, Kinaesthetic, Global/analytical, Theoretical, Pragmatist, Activist reflective)  
• Basic knowledge student needs analysis including learner characteristic, needs, and goals  
Ability to:  
• Apply cultural understanding in the context of TESOL  
• Plan own work, including sequencing events/activities and identifying improvements  
• Identify and correctly use equipment and/or technology  
• Design and/or customise effective learning resources  
• Design and/or customise activities and/or tasks for TESOL contexts  
• To facilitate group learning in TESOL contexts | □ A training and assessment strategy you have created which identifies learning goals and learner needs in a TESOL context.  
□ Syllabus/curriculum that you have developed for ESL training.  
□ Lessons plans you have created for teaching speaking, listening, reading, writing and grammar.  
□ Lesson plans which involve the use of learning activities and materials  
□ Evidence of peer review, moderation or validation of your lesson plans/syllabus  
□ Improvement to your lesson plans/syllabus  
□ A copy of modified/contextualised learning resources and learning materials.  
□ Third part report on your ability to design syllabus and plan lessons  
□ Training (formal or informal about learner styles)  
□ Relevant qualifications  
□ References from employment  
□ Colleague Testimonial Form  
□ Supervisor Testimonial Form  
□ Other (please list below): |

**LTi Assessor - The evidence provided is:**  
☐ Valid  ☐ Sufficient  ☐ Authentic  ☐ Reliable  
**Assessor Comments are attached** ☐ (please tick if attached) or as follows:
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QLD244TEG01B</td>
<td>Teach English grammar</td>
<td>• Knowledge of the functional nature of language use in relation to speech and grammatical concepts</td>
<td>□ Lesson plans that you have produced to teach English grammar (which identify and evaluate speech and grammatical concepts).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Knowledge of literacy is required to transcribe and analyse spoken or written texts and to prepare learning activities and worksheets</td>
<td>□ Text analysis that you have done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to:</td>
<td>□ Relevant qualifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and evaluate speech and grammatical concepts appropriate for particular students</td>
<td>□ References from employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyse texts for parts of speech and grammatical concepts</td>
<td>□ Colleague Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Highlight and make explicit to students the parts of speech and grammatical concepts used for completion of specific tasks</td>
<td>□ Supervisor Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Plan and implement activities to develop specific parts of speech and grammatical concepts</td>
<td>□ Other (please list below):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LTi Assessor - The evidence provided is:**

☑ Valid ☐ Sufficient ☐ Authentic ☐ Reliable  
**Assessor Comments are attached ☐ (please tick if attached) or as follows:**

---
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
</table>
| QLD244TSP01B Teach spelling and pronunciation | This unit of competency describes the skills and knowledge required to understand the sound-spelling relationships in English. It addresses the techniques required to teach spelling and pronunciation. | • Knowledge of the functional nature of language  
• Knowledge of literacy skills required to transcribe and analyse written texts and to prepare learning activities and worksheets  
• Knowledge and understanding of sound-spelling relationships, common spelling rules, sound production, stress and intonation and the International Phonetic Alphabet (IPA)  
**Ability to:**  
• Access, highlight and make explicit to students information about sound-spelling relationships  
• Access, highlight and make explicit to students information about rhythm, stress and intonation  
• Identify and evaluate texts appropriate for particular students  
• Plan and implement activities to develop specific spelling and pronunciation skills | □ Lesson plans that you have produced to teach spelling and pronunciation (including the use of IPA).  
□ Description of tasks you use to teach spelling and pronunciation (including the use of IPA).  
□ Student testimonials of your ability to teach spelling and pronunciation (including the use of IPA).  
□ Relevant qualifications  
□ References from employment  
□ Colleague Testimonial Form  
□ Supervisor Testimonial Form  
□ Other (please list below): |

**LTi Assessor - The evidence provided is:**

□ Valid  
□ Sufficient  
□ Authentic  
□ Reliable  
**Assessor Comments are attached** □ (please tick if attached) or as follows:
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✔) and supply with your RPL Application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QLD244TSE01B</td>
<td>Teach speaking</td>
<td>Knowledge of:</td>
<td>Lesson plans that you have produced to teach speaking (including learning activities).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• the functional nature of language use in relation to listening tasks</td>
<td>Collection of model texts you use to teach speaking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• difficulties experienced by language learners in listening tasks</td>
<td>Student testimonials of your ability to teach speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sufficient literacy is required to transcribe and analyse spoken texts and to prepare learning activities and worksheets.</td>
<td>Relevant qualifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ability to:</td>
<td>References from employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• analyse listening texts and tasks for social purpose or function</td>
<td>Colleague Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• analyse tasks for listening strategies used</td>
<td>Supervisor Testimonial Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• highlight and make explicit to students the listening strategies used for completion of specific tasks</td>
<td>Other (please list below):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• plan and implement activities to develop specific listening strategies</td>
<td></td>
</tr>
</tbody>
</table>

**LTi Assessor - The evidence provided is:**

☐ Valid ☐ Sufficient ☐ Authentic ☐ Reliable  **Assessor Comments are attached** ☐ (please tick if attached) or as follows:
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QLD244TLE01B</td>
<td>Teach listening</td>
<td><strong>Knowledge of</strong>&lt;br&gt;- the functional nature of language use in relation to listening tasks&lt;br&gt;- difficulties experienced by language learners in listening tasks&lt;br&gt;- literacy is required to transcribe and analyse spoken texts and to prepare learning activities and worksheets.</td>
<td>□ Lesson plans that you have produced to teach listening (including learning activities)&lt;br&gt;□ Collection of tasks you use to teach listening.&lt;br&gt;□ Student testimonials of your ability to teach listening.&lt;br&gt;□ Evidence of analysis of text&lt;br&gt;□ Relevant qualifications&lt;br&gt;□ References from employment&lt;br&gt;□ Colleague Testimonial Form&lt;br&gt;□ Supervisor Testimonial Form&lt;br&gt;□ Other (please list below): &lt;br&gt;.................................................................................................................&lt;br&gt;.................................................................................................................&lt;br&gt;.................................................................................................................</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Ability to:</strong>&lt;br&gt;- Analyse listening texts and tasks for social purpose or function&lt;br&gt;- Analyse tasks for listening strategies used&lt;br&gt;- Highlight and make explicit to students the listening strategies used for completion of specific tasks&lt;br&gt;- Plan and implement activities to develop specific listening strategies</td>
<td>□ Student testimonials of your ability to teach listening.</td>
</tr>
</tbody>
</table>

**LTi Assessor - The evidence provided is:**

- [ ] Valid  
- [ ] Sufficient  
- [ ] Authentic  
- [ ] Reliable  

**Assessor Comments are attached** □ (please tick if attached) or as follows:  
.................................................................................................................
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
</table>
| QLD244TRE01B Teach reading | This unit of competency describes the skills and knowledge required to read a range of authentic or published texts for specific social purposes and the practical techniques for developing those skills. | Knowledge of  
- the functional nature of language use in relation to reading tasks  
- the difficulties experienced by language learners in reading tasks  
- literacy skills required to transcribe and analyse reading texts and to prepare learning activities and worksheets  

Ability to:  
- Access, highlight and make explicit to students information about sound-spelling relationships  
- Analyse text for social purpose  
- Analyse tasks for reading strategies  
- Identify and evaluate texts appropriate for particular students  
- Analyse, evaluate and adapt written texts  
- Plan and implement activities to develop specific reading strategies |  
- Lesson plans that you have produced to teach reading (including learning activities)  
- List of texts you use to teach reading.  
- Student testimonials of your ability to teach reading.  
- Relevant qualifications  
- References from employment  
- Colleague Testimonial Form  
- Supervisor Testimonial Form  
- Other (please list below): |

**LTi Assessor - The evidence provided is:**  
☐ Valid  
☐ Sufficient  
☐ Authentic  
☐ Reliable  
Assessor Comments are attached ☐ (please tick if attached) or as follows:
| Unit Code & Name | Unit Description | Evidence of the following to be collected: | Evidence that you can provide: Please tick (✓) and supply with your RPL Application. |
|------------------|------------------|------------------------------------------|---------------------------------------------------------------------------------
| QLD244TWE01B     | Teach writing    | Knowledge of                             | Lesson plans that you have produced to teach writing (including learning activities) |
|                  |                  | • the functional nature of language use  | Description of tasks you use to teach writing.                                  |
|                  |                  |   in relation to written tasks           | Student testimonials of your ability to teach writing.                          |
|                  |                  | • the difficulties experienced by language| Any written texts that you have evaluated                                        |
|                  |                  |   learners in written tasks              | Relevant qualifications                                                          |
|                  |                  | • literacy skills required to transcribe | References from employment                                                        |
|                  |                  |   and analyse written texts and to      | Colleague Testimonial Form                                                        |
|                  |                  |   prepare learning activities and        | Supervisor Testimonial Form                                                       |
|                  |                  |   worksheets                            | Other (please list below):                                                       |
|                  |                  | • Knowledge and understanding of written |                                                                             |
|                  |                  |   genres                                |                                                                             |
|                  |                  | • Knowledge and understanding of feedback|                                                                             |
|                  |                  |   and correction strategies and         |                                                                             |
|                  |                  |   techniques                            |                                                                             |
|                  |                  | Ability to:                             |                                                                             |
|                  |                  | • Access, highlight and make explicit    |                                                                             |
|                  |                  |   to students information about         |                                                                             |
|                  |                  |   sound-spelling relationships          |                                                                             |
|                  |                  | • Access, highlight and make explicit    |                                                                             |
|                  |                  |   to students information about lexical  |                                                                             |
|                  |                  |   field and grammar                     |                                                                             |
|                  |                  | • Identify and evaluate texts           |                                                                             |
|                  |                  |   appropriate for particular students   |                                                                             |
|                  |                  | • Analyse, evaluate and adapt written    |                                                                             |
|                  |                  |   texts                                 |                                                                             |
|                  |                  | • Plan and implement activities to       |                                                                             |
|                  |                  |   develop specific writing skills        |                                                                             |
|                  |                  |                                         |                                                                             |

**LTi Assessor - The evidence provided is:**

- [ ] Valid
- [ ] Sufficient
- [ ] Authentic
- [ ] Reliable  

**Assessor Comments are attached** [ ] (please tick if attached) or as follows:
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
</table>
| QLD244AAEL02B    | Assess ESL Learning (First of 3 pages) | This unit of competency describes the skills and knowledge required to select appropriate assessment methods and develop appropriate assessment tools. It addresses the practical techniques required to evaluate learning in an ESL context. | Assessment tools that you have developed  
Assessment process that you have developed  
Student testimonials about your assessment conduct and manner  
Relevant qualifications  
References from employment  
Colleague Testimonial Form  
Supervisor Testimonial Form  
Other (please list below): |

<table>
<thead>
<tr>
<th>Essential knowledge:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• cultural sensitivity and equity considerations (this may be covered by evidence for QLD244LCL01B – Analyse language, culture and learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Assessment is criterion referenced/distinction to norm referenced assessment  
• Criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge  
• Principles of assessment and how are they applied  
• Range of assessment purposes and assessment contexts  
• Different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of syllabus/curriculum/units; resource requirements and associated costs  
• Assessment tools; types, instruments, procedures, relationship to assessment methods, and support of assessment process  
• Design of different styles, formats and media for assessment tools  
• Assessment presentation  
• What are reasonable adjustments/when are they applicable/not applicable  
• Potential barriers and processes relating to assessment tools and methods  
• Characteristics of different ESL tests eg ISLPR, IELTS, TOEFL, TOEIC and the accreditation process for proctors of international ESL tests  
• Evaluation methodologies suitable for reviewing personal assessment practice  
• Relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example: |
<table>
<thead>
<tr>
<th>Essential skills: Ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• analysis and interpretation skills to:</td>
</tr>
<tr>
<td>o unpack competency standards</td>
</tr>
<tr>
<td>o interpret assessment tools and other assessment information</td>
</tr>
<tr>
<td>o identify candidate needs</td>
</tr>
<tr>
<td>o make judgements based on assessing available evidence</td>
</tr>
<tr>
<td>• observation skills to:</td>
</tr>
<tr>
<td>o determine candidate readiness for assessment</td>
</tr>
<tr>
<td>o observe candidate performance</td>
</tr>
<tr>
<td>o identify when candidate may need assistance throughout the assessment processes</td>
</tr>
<tr>
<td>• research and evaluation skills to:</td>
</tr>
<tr>
<td>o access required human and material resources for assessment</td>
</tr>
<tr>
<td>o access assessment system policies and procedures</td>
</tr>
<tr>
<td>o evaluate evidence</td>
</tr>
<tr>
<td>o evaluate the assessment process</td>
</tr>
<tr>
<td>• cognitive skills to:</td>
</tr>
<tr>
<td>o weigh up the evidence and make a judgement</td>
</tr>
<tr>
<td>o consider and recommend reasonable adjustments</td>
</tr>
<tr>
<td>• decision making skills to make a decision on a candidate’s competence</td>
</tr>
<tr>
<td>• literacy skills to:</td>
</tr>
<tr>
<td>o read and interpret relevant information to conduct assessment</td>
</tr>
</tbody>
</table>

- Copyright and privacy laws in terms of electronic technology
- Security of information
- OHS responsibilities associated with assessing competence (e.g., Emergency procedures and procedures for use of relevant personal protective equipment)
QLD244AAEL02B
Assess ESL Learning
CONTINUED
(Final of 3 pages)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
|   | o prepare required documentation and records/reports of assessment outcomes in required format
|   | • communications/interpersonal skills to:
|   | o explain the assessment process to the candidate
|   | o give clear and precise instructions
|   | o ask effective questions
|   | o provide clarification
|   | o discuss process with other relevant people
|   | o give appropriate feedback to the candidate
|   | o discuss assessment outcome with the candidate
|   | o using language appropriate to the candidate and assessment environment
|   | o establish a working relationship with the candidate
|   | • attributes including:
|   | o a willingness to guide and support candidates
|   | o capacity to encourage, accept and utilise feedback
|   | o sensitivity to individual difference and need
|   | ethical conduct in assessment

LTI Assessor - The evidence provided is:

- Valid
- Sufficient
- Authentic
- Reliable

Assessor Comments are attached [ ] (please tick if attached) or as follows:
<table>
<thead>
<tr>
<th>Unit Code &amp; Name</th>
<th>Unit Description</th>
<th>Evidence of the following to be collected:</th>
<th>Evidence that you can provide: Please tick (✓) and supply with your RPL Application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>QLD244DRF01B</td>
<td>Develop resource files</td>
<td>This unit of competency describes the skills and knowledge required to develop a file of resources. It addresses the practical techniques required to organize materials and/or resources around grammar points, topics, levels and communicative functions. Knowledge of: ▪ where to access grammar reference &amp; teaching materials ▪ where to access topic-based materials ▪ where to access materials aimed at different levels ▪ where to access skill-based materials Ability to: ▪ planning and organisational skills to: o categorise and file resources according to grammar, topic, level and skills ▪ literacy skills to: o evaluate existing materials o prepare or customise learning materials such as handouts and information sheets o develop original materials o interpret and restate information about grammar ▪ communication skills to: o write explanations of grammar points o create illustrations of grammar points ▪ technology skills to use computers to produce documents</td>
<td>□ A list of criteria that you have developed for selecting materials □ A portfolio of materials and resources filed according to grammar, topic, level and skills accompanied by a description of how the materials were categorised how the materials were categorised and filed. □ Relevant qualifications □ References from employment □ Colleague Testimonial Form □ Supervisor Testimonial Form □ Other (please list below):</td>
</tr>
</tbody>
</table>
ELECTIVE UNITS

One Elective Unit is required for completion of the Course.

For a full list of available electives and descriptions please visit the LTi website:


YOU MAY CHOOSE TO USE THE FOLLOWING SPACE TO PROVIDE EVIDENCE THAT MATCHES AN ELECTIVE UNIT:

Name of Elective Unit for which RPL is sought:

Evidence Provided:
RPL SELF ASSESSMENT FORM

<table>
<thead>
<tr>
<th>Task</th>
<th>I have performed these tasks (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach students from diverse languages and cultures</td>
<td>Often</td>
</tr>
<tr>
<td>Analyse the English language</td>
<td></td>
</tr>
<tr>
<td>Use various approaches and methods in TESOL</td>
<td></td>
</tr>
<tr>
<td>Teach English grammar English to non-native speakers</td>
<td></td>
</tr>
<tr>
<td>Teach Spelling and Pronunciation English to non-native speakers</td>
<td></td>
</tr>
<tr>
<td>Teach speaking English to non-native speakers</td>
<td></td>
</tr>
<tr>
<td>Teach listening English to non-native speakers</td>
<td></td>
</tr>
<tr>
<td>Teach reading English to non-native speakers</td>
<td></td>
</tr>
<tr>
<td>Teach writing English to non-native speakers</td>
<td></td>
</tr>
<tr>
<td>Design syllabus for English as a second language learning</td>
<td></td>
</tr>
<tr>
<td>Plan lessons for English as a second language learning</td>
<td></td>
</tr>
<tr>
<td>Assess English as a second language learning</td>
<td></td>
</tr>
<tr>
<td>Develop resource files for English as a second language learning</td>
<td></td>
</tr>
<tr>
<td>Teach English as a second language for specific purposes</td>
<td></td>
</tr>
<tr>
<td>Teach English as a second language to early childhood learners</td>
<td></td>
</tr>
<tr>
<td>Teach English as a second language to primary school-aged children</td>
<td></td>
</tr>
<tr>
<td>Teach English as a second language to teenage learners</td>
<td></td>
</tr>
<tr>
<td>Use music, art and drama while teaching English as a second language</td>
<td></td>
</tr>
<tr>
<td>Conduct experiential learning programs</td>
<td></td>
</tr>
<tr>
<td>Working with volunteers in an English as a second language context</td>
<td></td>
</tr>
<tr>
<td>Setting up community-based English as a second language classes</td>
<td></td>
</tr>
<tr>
<td>Using computers to assist English as a second language learning</td>
<td></td>
</tr>
</tbody>
</table>

I verify that I have responded honestly and accurately to the best of my ability:

Candidate Name:_________________________________________________________
Candidate Signature:____________________________________ Date:______________
RPL COLLEAGUE TESTIMONIAL FORM  Cert IV in TESOL (30920QLD)

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the LTi Certificate IV in TESOL (Teaching English to Speakers of Other Languages). Your testimonial may assist them (the RPL Candidate) in providing evidence to us that relates to this qualification. You may be currently working with the candidate, or this may have occurred in the past.

Name of RPL Candidate:________________________________________________________

Name of Colleague:____________________________________________________________

Email Address:_______________________________________________________________

Phone Number(s):____________________________________________________________

Organisation in which the colleague worked with the candidate:

Name: _____________________________________________________

Website:____________________________________________________________________

Period(s) of time that the candidate worked with the colleague (approximate dates):

____________________________________________________________________________

Colleague’s role / job title / position in the organisation while working with the candidate:

____________________________________________________________________________

____________________________________________________________________________

TESOL qualifications and experience of colleague (please write below or provide resume):

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
COLLEAGUE TO COMPLETE THE FOLLOWING WITH RESPECT TO THE CANDIDATE:

I verify that this candidate **(please tick ✔ if applicable):**

- ☐ is able to identify and address cultural concepts embedded in language
- ☐ fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
- ☐ is able to identify the structural and language features of various genrés and teach appropriately
- ☐ implements speaking activities to assist accuracy and practice for fluency
- ☐ uses listening texts bases on authentic listening texts and real-life situations
- ☐ teaches fundamental reading skills, conventions and strategies
- ☐ implements sessions that develop written language skills for producing texts for specific or social purposes
- ☐ monitors and provides feedback to students in a positive manner
- ☐ understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
- ☐ implements spelling and pronunciation strategies to assist accuracy and fluency
- ☐ provides learning through instruction and demonstration of the English language
- ☐ is able to conduct a needs analysis of students and, designs and develops learning programs
- ☐ plans and organises group-based learning
- ☐ facilitates group based learning
- ☐ selects and designs effective teaching materials, for various topics, grammar points, skills and levels of ability
- ☐ plans and organises assessments
- ☐ conducts assessments
- ☐ manages classroom logistics

Please write any further comments about the candidate’s ability to teach English to speakers of other languages. Please use the space below, or attach another document. Thank you for assisting this person with their application process.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
RPL SUPERVISOR TESTIMONIAL FORM  Cert IV in TESOL (30920QLD)

To whom it may concern: The person named below is applying for Recognition of Prior Learning for the LTI Certificate IV in TESOL (Teaching English to Speakers of Other Languages). Your testimonial may assist them (the RPL Candidate) in providing evidence to us that relates to this qualification. You may be currently working with the candidate, or this may have occurred in the past.

Name of RPL Candidate:________________________________________________________

Name of Supervisor:____________________________

Email Address:_______________________________________________________________

Phone Number(s):_____________________________________________________________

Organisation in which the supervisor worked with the candidate:

Name: ______________________________________________________________________

Website:___________________________

Period(s) of time that the supervisor worked with the colleague (approximate dates):

____________________________________________________________________________

Supervisor’s role / job title / position in the organisation while working with the candidate:

____________________________________________________________________________

____________________________________________________________________________

_________________________________________________________

____________________________________________________________________________

TESOL qualifications and experience of supervisor (please write below or provide resume):

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
SUPERVISOR TO COMPLETE THE FOLLOWING WITH RESPECT TO THE CANDIDATE:

I verify that this candidate (please tick ✓ if applicable):

☐ is able to identify and address cultural concepts embedded in language
☐ fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
☐ is able to identify the structural and language features of various genres and teach appropriately
☐ implements speaking activities to assist accuracy and practice for fluency
☐ uses listening texts based on authentic listening texts and real-life situations
☐ teaches fundamental reading skills, conventions and strategies
☐ implements sessions that develop written language skills for producing texts for specific or social purposes
☐ monitors and provides feedback to students in a positive manner
☐ understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
☐ implements spelling and pronunciation strategies to assist accuracy and fluency
☐ provides learning through instruction and demonstration of the English language
☐ is able to conduct a needs analysis of students and, designs and develops learning programs
☐ plans and organises group-based learning
☐ facilitates group based learning
☐ selects and designs effective teaching materials, for various topics, grammar points, skills and levels of ability
☐ plans and organises assessments
☐ conducts assessments
☐ manages classroom logistics

Please write any further comments about the candidate’s ability to teach English to speakers of other languages. Please use the space below, or attach another document. Thank you for assisting this person with their application process.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
RPL EVIDENCE SUMMARY FORM  Cert IV in TESOL (30920QLD)

You can use the following table to summarise the evidence you are providing.

Name:_____________________________________________________________

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Tick the items you have provided</th>
<th>Year(s) Completed or Applicable</th>
<th>Unit(s) of the TESOL Course to which this Evidence Applies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past Studies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies of qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic transcripts showing exact subjects or topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual work completed for past studies (eg Essays or assignments)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Workplace Documents (produced in paid or voluntary capacity):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training session plans and work programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audio/Video Recordings</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of your teaching or assessing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Party Reports</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References from employers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleague Testimonial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor Testimonial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters of thanks from satisfied students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td>Tick the items you have provided</td>
<td>Year(s) Completed or Applicable</td>
<td>Unit(s) of the TESOL Course to which this Evidence Applies</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Any Other Evidence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EG: Documents from workshops, seminars and conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EG: Industry awards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EG: Membership of relevant professional associations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use as many additional pages as necessary.