



Language Training Institute
Language Teaching and Teacher Training
National Registered Training Organisation (Australia) Provider Code: 30173

Recognition of Prior Learning (RPL) Guide

Introduction

The LTi 10695NAT - Certificate IV in TESOL (Teaching English to Speakers of Other Languages) consists of:

- Nine (9) Core Units
- One (1) Elective Units
- Practice Teaching (minimum of 12 hours comprising a minimum of 6 hours of supervised teaching + up to 6 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).

To complete this guide



- ▶ **Read the information** provided in this guide as well as the unit descriptions and examples of evidence information for each unit.



- ▶ **Complete the Student sections (green sections)** of the Unit RPL Assessment Records, for each unit that you are applying for RPL for. Remember to save your document regularly!



- ▶ **Gather your evidence** and when you are ready to submit, email your completed RPL Guide and associated evidence to your Trainer. Note: some people choose to use cloud storage solutions (e.g. Google Drive or Dropbox) to do this.



- ▶ **Your Trainer will review your completed guide and assess the evidence** you have provided. They will complete the Assessor sections (blue sections) of this guide and you will be advised of the assessment outcome.

RPL Assessment Method and Description

The Course and assessment is competency based. This means that you will be graded as 'satisfactory' or 'not yet satisfactory' in individual tasks or unit requirements and 'competent' or 'not yet competent' for a unit as a whole. You need to be assessed as 'satisfactory' in all of the aspects of a unit in order to be deemed 'competent' for the unit. If you are graded 'not yet satisfactory' or 'not yet competent' you will be given another opportunity to supply additional evidence or for reassessment and will be provided with specific feedback on areas needing improvement. All students have the right to appeal any assessment decision. See the [Student Handbook](#) for more information on appeals.

All RPL evidence and any required assessment tasks (if needed to address gaps in competency) will be retained by LTI. If you wish to keep a copy of the RPL Guide or gap assessment tasks then make sure to keep a copy for your records.

You must provide clear, concise and reasonable answers / submissions for all of the assessment tasks (including RPL documents) within a unit. The purpose of the assessment is to see that you:

- can understand and apply knowledge and skills you have learnt
- can demonstrate and communicate understanding, knowledge and skills of unit the content

Frequently Asked Questions (FAQs)

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 e.g. at University or College
- informal courses or training e.g. in preparation for volunteer work
- private study e.g. done for enjoyment via the internet
- employment e.g. skills and knowledge gained through employment
- life experience e.g. as a result of experience in overseas travel

The term "RPL" is the term used to include or be equivalent to credit". RPL is "credit" given as a result of past studies, and past or current experience.

RPL can only be given to a person where they have 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 does show you are competent, then RPL can be granted for the full [10695NAT - Certificate IV in TESOL \(Teaching English to Speakers of Other Languages\)](#) or [10688NAT - Diploma of TESOL \(Teaching English to Speakers of Other Languages\)](#).

If you are not able to receive full RPL, you will be advised of what 'gap' training and assessment is needed in order for you to receive the full qualification.

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 is valid, sufficient, authentic and current. It will also depend on how much (if any) gap training is required.

WHAT SORT OF EVIDENCE DO I NEED?

The evidence you will need to provide will depend on the unit of competency. Some examples of evidence include:

- **Past Studies**
 - copies of qualifications you have received and academic transcripts showing exact subjects or topics
 - actual work you completed for past studies (e.g. 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**
 - E.g. of you teaching or assessing
- **Third Party Reports**
 - references from your employers
 - supervisors' reports
 - student testimonials
 - peer/colleague testimonials
- **Any Other Evidence**
 - E.g. documents from workshops, seminars and conferences

Please refer to the Unit Evidence Records for suggested evidence for different units of competency. Please note: the column on the far right is for assessor use only.

HOW DO I ENROL?

You can enrol online. Generally a person seeking RPL enrolls via distance education, however you can also enrol in one of the class locations (if partial RPL). [Click to enrol online.](#)

HOW DO I APPLY FOR RPL?

1. [Enrol in the Course](#).
2. Read and complete the RPL Guide (this document).
3. Gather any applicable documents and evidence of your prior learning.
4. Send it to LT*i* for assessing.

WHAT HAPPENS AFTER I SEND IN MY INITIAL RPL APPLICATION?

1. An assessor will do an initial assessment of your evidence and if needed will contact you to discuss your submission. *Please note that the process of assessing your evidence provided, verifying its authenticity, speaking to supervisors or referee's, etc. can take a number of weeks.*
2. Your assessor will keep you informed throughout the process and will let you know of the level of RPL you are likely to receive, what gap training is required (if any). They will then check if you are happy to proceed with the course.
3. If you are happy to proceed you will need to either pay your course fees upfront or agree to a payment plan.
4. You will then be given access to online TESOL resources and will be formally assessed. At this stage, you may be required to supply additional documentation or complete gap training.
5. Once you have been assessed as competent in all of the units, you will be sent your nationally accredited [10695NAT - Certificate IV in TESOL \(Teaching English to Speakers of Other Languages\)](#) or [10688NAT - Diploma of TESOL \(Teaching English to Speakers of Other Languages\)](#) Certificate and Competency Transcript

CAN I FIND OUT HOW MANY UNITS I CAN GET BEFORE I ENROL?

The best way to find out how many units you can get RPL for is to read through the RPL Guide and have a look at the examples of evidence section and the 'Evidence of the following to be collected:' column for each unit. This will give you an idea of the existing skills or knowledge that you need to have and what sort of evidence you'll need to be able to produce/collect.

If you find that there are a lot of units that you don't have the experience or evidence for, you may want to look at doing the course via distance education or in one of our class locations.

If you would like to discuss Recognition of Prior Learning, please [contact us](#).

Unit RPL Evidence Record

Core unit: TESCIE001 – Create a culturally inclusive learning environment

This unit of competency describes the skills and knowledge required to deal with the relationships between culture and ESL learning. It includes managing the impact these dynamics have on the ESL classroom and how to facilitate an inclusive, respectful environment while teaching ESL.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESACL401A - Analyse Culture and Learning
- Completion of previous LTi unit QLD244LCL01B - Analyse language, culture and learning
- Completion of previous LTi unit TEL001 - Teach students from diverse language, culture and educational backgrounds
- Lesson plans that you have produced which allow for language, cultural and learning diversity
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
awareness and knowledge of own culture			
ability to recognise the differences between your own culture and another culture, and the impact this has on communication			
interpreted the meaning of at least three different cultural concepts in communication (both written and spoken)			
identified the perceived roles and responsibilities of both teachers and students for at least <u>two</u> different cultures			
supported the learning of a student from another culture and created a culturally inclusive learning environment			
awareness of own learning style/s			
sourced or created at least one activity which incorporates different learning styles			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTI Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Core unit: TESGAE001 - Use the Genre approach to teach English

This unit describes the skills and knowledge required to analyse nature of the English language and apply the genre-based approach to teaching it. It includes knowledge of the language choices that are associated with a variety of social purposes, and the ability to apply the genre-based approach to specific learning goals.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi units TESATE401A - Analyse & teach English language **and** TESTEG402A - Teach English grammar
- Completion of previous LTi units QLD244AEL01B - Analyse the English language **and** QLD244AMT01B - Apply approaches and methods in TESOL
- Completion of previous LTi units TEL002 Analyse language **and** TEL013 Evaluate TESOL methodologies
- 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

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
Analysed at least one spoken text and at least one written text, and identified the following for each: <ul style="list-style-type: none"> • social purpose • structural features • language features • field, tenor and mode 			
sourced or created at least one activity to teach each of the following: <ul style="list-style-type: none"> • social purpose • structural features • language features 			
knowledge of the genre approach and understanding of its distinctive characteristics			
applied the genre approach to ESL learning goals at least once			

Assessor Name:	
Is the evidence provided sufficient?	

I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
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Unit RPL Evidence Record

Core unit: TESTEG001 - Teach English grammar

This unit of competency describes the skills and knowledge required to communicate specific aspects of English grammar. It includes practical techniques to familiarise ESL students with a variety of grammatical concepts.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi units TESATE401A – Analyse and teach English language **and** TESTEG402A - Teach English Grammar
- Completion of previous LTi unit QLD244TEG01B - Teach English grammar
- Completion of previous LTi unit TEL007 - Teach English grammar
- Lesson plans that you have produced to teach English grammar (which identify and evaluate speech and grammatical concepts)
- Text analysis that you have done
- Student testimonials of your ability to teach English grammar
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
created at least one lesson plan to clearly communicate each of the following: <ul style="list-style-type: none"> • verb formation and usage • conditional clauses • sentence structure patterns • cohesive devices • punctuation 			
knowledge of language and grammatical features common to at least two different genres			
identified grammar points relevant to at least one student's learning goals			
planned and delivered at least one English lesson relating to grammar, with a minimum lesson duration of 20 minutes			
clearly communicated information and instructions to students on at least one occasion			
On at least one occasion, used the following classroom management strategies:			

<ul style="list-style-type: none"> seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ensured that all students were engaged or on task used extension activities with students who finished early or were more advanced applied safe operating procedures with all equipment 			
sourced or created and used an ESL activity for practising accuracy at least once			
sourced or created and used an ESL activity for practising fluency at least once			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core unit: TESTSP001 - Teach spelling and pronunciation

This unit of competency describes the skills and knowledge required to teach English sound-spelling, spelling rules, pronunciation, rhythm, stress and intonation.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTSP402A -Teach spelling & pronunciation
- Completion of previous LTi unit QLD244TSP01B - Teach spelling and pronunciation
- Completion of previous LTi unit TEL008 - Teach spelling and pronunciation
- 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

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
wrote at least <u>two</u> phrases in the International Phonetic Alphabet (IPA)			
interpreted at least <u>two</u> IPA sentences into written English			
decided when it was appropriate to use IPA			
planned and delivered at least one English lesson relating to spelling, with a total minimum lesson duration of 20 minutes, AND did the following during that lesson: <ul style="list-style-type: none"> • explained / taught a spelling rule commonly used in English • sourced or created at least one activity to teach a spelling rule commonly used in English 			
suggested a strategy to overcome learner pronunciation difficulties at least once			
planned and delivered at least one English lesson related to pronunciation, with a total minimum lesson duration of 20 minutes, AND did the following during that lesson: <ul style="list-style-type: none"> • explained the mechanics needed to produce a sound commonly used in English 			

sourced or created at least one activity to practice the pronunciation of a specific sound			
used at least one strategy for communicating the impact of rhythm, stress and intonation			
sourced or created at least one activity to practice correct rhythm, stress and intonation			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core Unit: TESTSE001 - Teach speaking

This unit of competency describes the skills and knowledge required to teach English sound-spelling, spelling rules, pronunciation, rhythm, stress and intonation.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTSE402A - Teach speaking
- Completion of previous LTi units QLD244TSE01B - Teach speaking **and** QLD244DSP01B – Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL003 - Teach speaking **and** TAADEL401A - Plan and organise group-based delivery.
- Lesson plans that you have produced to teach speaking (including learning activities).
- Collection of model texts you use to teach speaking.
- Student testimonials of your ability to teach speaking
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: <ul style="list-style-type: none"> • learning goals • speaking needs • genre to meet speaking needs and learning goals • texts that model selected genre 			
analysed at least one speaking text and correctly identified the text structure, language functions and social purpose			
planned and delivered at least one English lesson to teach speaking, which had a minimum lesson duration of 40 minutes, AND included the following: <ul style="list-style-type: none"> • identified learning outcomes • used at least one controlled activity for accuracy which addressed at least one of the learning outcomes • used at least one communicative activity for fluency which 			

addressed at least one of the learning outcomes			
listed resources for the lesson			
clearly communicated information and instructions to students on at least one occasion			
on at least one occasion, used the following classroom management strategies: <ul style="list-style-type: none"> sequenced activities from controlled to uncontrolled allocated timeframes for activities seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ensured that all students were engaged or on task used extension activities with students who finished early or were more advanced applied safe operating procedures with all equipment 			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
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Unit RPL Evidence Record

Core Unit: TESTLE001 - Teach listening

This unit describes the skills and knowledge required to teach the social purpose and communicative nature of language use. It includes the skills to plan and deliver a listening lesson which incorporates practical techniques for developing the English listening skills of ESL learners. It requires the ability to assist ESL learners in the development of a range of listening strategies.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTLE402A – Teach listening
- Completion of previous LTi units QLD244TLE01B - Teach listening **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL004 - Teach listening **and** TAADEL401A - Plan and organise group-based delivery
- Lesson plans that you have produced to teach listening (including learning activities)
- Collection of tasks you use to teach listening.
- Student testimonials of your ability to teach listening
- Evidence of analysis of text
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: <ul style="list-style-type: none"> • learning goals • listening needs • genres to meet listening needs and learning goals • texts that model selected genre • listening strategies to meet listening needs 			
analysed at least one listening text and correctly identified the text structure, language features and social purpose			
planned and delivered at least one English lesson to teach listening, which had a minimum lesson duration of 40 minutes, AND included the following: <ul style="list-style-type: none"> • identified learning outcomes • used at least one controlled activity for accuracy which 			

<p>addressed at least one of the learning outcomes</p> <ul style="list-style-type: none"> used at least one communicative activity for fluency which addressed at least one of the learning outcomes listed resources for the lesson 			
clearly communicated information and instructions to students on at least one occasion			
<p>on at least one occasion, used the following classroom management strategies:</p> <ul style="list-style-type: none"> sequenced activities from controlled to uncontrolled allocated timeframes for activities seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ensured that all students were engaged or on task used extension activities with students who finished early or were more advanced applied safe operating procedures with all equipment 			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	

Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core Unit: TESTRE001 - Teach reading

This unit describes the skills and knowledge required to teach the functional and communicative nature of language use. It includes the skills to plan and deliver a reading lesson which incorporates practical techniques for developing the English reading skills of ESL learners, including recognition of the symbols/letters used to represent English words. It requires the ability to assist ESL learners in the development of a range of reading strategies.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTRE402A - Teach reading
- Completion of previous LTi units QLD244TRE - Teach reading **and** QLD244DSP01B – Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL005 - Teach reading **and** TAADEL401A - Plan and organise group-based delivery
- 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

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: <ul style="list-style-type: none"> • learning goals • reading needs • genre to meet reading needs and learning goals • texts that model selected genre • reading strategies to meet reading needs 			
analysed at least one reading text and correctly identified the text structure, language features and social purpose			
planned and delivered at least one English lesson to teach reading, which had a minimum lesson duration of 40 minutes, AND included the following: <ul style="list-style-type: none"> • identified learning outcomes • used at least one controlled activity for accuracy which 			

<p>addressed at least one of the learning outcomes</p> <ul style="list-style-type: none"> used at least one communicative activity for fluency which addressed at least one of the learning outcomes listed resources for the lesson 			
clearly communicated information and instructions to students on at least one occasion			
<p>on at least one occasion, used the following classroom management strategies:</p> <ul style="list-style-type: none"> sequenced activities from controlled to uncontrolled allocated timeframes for activities seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ensured that all students were engaged or on task used extension activities with students who finished early or were more advanced applied safe operating procedures with all equipment 			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	

Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Core Unit: TESTWE001 - Teach writing

This unit describes the skills and knowledge required to teach the communicative nature of language use. It includes the skills to plan and deliver a writing lesson which incorporates practical techniques for developing the written English skills of ESL learners. It requires the ability to assist ESL learners in the production of symbols/letters used to represent English words.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTWE402A – Teach Writing
- Completion of previous LTi units QLD244TWE01B - Teach writing **and** QLD244DSP01B - Design syllabus and plan lessons
- Completion of previous LTi units TEL006 - Teach writing **and** TAADEL401A - Plan and organise group-based delivery
- Lesson plans that you have produced to teach writing (including learning activities)
- Description of tasks you use to teach writing.
- Student testimonials of your ability to teach writing
- Any written texts that you have evaluated
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed an ESL student (or a group of ESL students) and determined the following: <ul style="list-style-type: none"> • learning goals • writing needs • genre to meet writing needs and learning goals • texts that model selected genre 			
analysed at least one writing text and correctly identified the text structure, language features and social purpose			
sourced or created at least one writing activity which developed skills to communicate social purpose, structure and language features			
sourced or created at least one activity which developed lexical fields relevant to writing needs			
sourced or created at least one activity which modeled the construction of a text in the selected genre			

sourced or created at least one supported activity for accuracy, and one activity for fluency			
planned and delivered at least one English lesson to teach writing, which had a minimum lesson duration of 40 minutes, AND included the following: <ul style="list-style-type: none"> identified learning outcomes identified and implemented at least one writing activity for at least one of the learning outcomes listed resources for the lesson 			
clearly communicated information and instructions to students on at least one occasion			
on at least one occasion, used the following classroom management strategies: <ul style="list-style-type: none"> sequenced activities from controlled to uncontrolled allocated timeframes for activities seated or grouped students in a way that allowed for the delivery of the lesson and student participation in activities ensured that all students were engaged or on task used extension activities with students who finished early or were more advanced applied safe operating procedures with all equipment 			
evaluated at least one student's performance and provided clear feedback			
suggested at least one strategy which could be used to strengthen student performance			
reflected on own teaching performance and identified areas for improvement			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted	

is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTi Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Core Unit: TESDRF001 - Develop resource files

This unit describes the skills and knowledge required to develop a file of resources. It includes practical techniques required to organise materials and/or resources around grammar points, topics, ESL student levels and communicative purposes.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESDRF402A - Develop resource files
- Completion of previous LTi QLD244DRF01B - Develop resource files
- Completion of previous LTi TEL012 - Develop resource files
- A list of criteria that you have developed for selecting materials
- A portfolio of materials and resources filed according to grammar, topic, ESL student level and skills accompanied by a description of how the materials were categorised and filed.
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
reviewed at least one published ESL resource and determined the following: <ul style="list-style-type: none"> • ESL level • topic • skill development 			
reviewed at least one internet-based ESL resource and determined the following: <ul style="list-style-type: none"> • ESL level • topic • skill development 			
collected and reviewed at least one of each of the following: <ul style="list-style-type: none"> • TESOL grammar reference material; AND • TESOL grammar teaching material 			
sourced and listed at least <u>four</u> grammar teaching resources according to English proficiency levels			
sourced and listed at least <u>two</u> grammar teaching resources according to grammar point			

sourced or created TESOL resources suitable for students from at least <u>two</u> different cultural backgrounds			
sourced or created TESOL resources with suitable content and layout for each of the following ESL levels: <ul style="list-style-type: none"> • beginner • elementary • intermediate • advanced 			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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-- Read before proceeding --

ELECTIVE UNITS

One Elective Unit is required for completion of the Course.

Please see the list of units on the RPL Submission Overview section of this guide.

Choose ONE elective from the following pages and complete the Student sections (green sections) for that unit.

-- Thank you! --

Unit RPL Evidence Record

Elective Unit: TESECL001 - Teach ESL to early-childhood learners

This unit describes the skills and knowledge required to teach early childhood ESL learners according to the learning needs typical to that age group. It includes the practical techniques to examine the characteristics of the language use of early childhood learners in order to identify their learning goals. It includes the ability to identify ESL learning activities that will both engage and benefit early childhood learners.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit – TESECL403A Teach ESL to early childhood learners
- Completion of previous LTi units QLD245ECL01B - Teach ESL to early childhood learners **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL015 - Teach ESL to early childhood learners **and** TAADEL401A - Plan and organise group-based delivery.
- Student testimonials of your ability to teach English to early childhood learners
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
awareness of the language use of an early childhood ESL learner group and determined the following about that learner group: <ul style="list-style-type: none"> • the nature of their communication • the social function of communicative interactions of the early childhood learners • the linguistic features of language development of the early childhood learners 			
sourced or created at least one learning program for an early childhood ESL learner group which: <ul style="list-style-type: none"> • identified the learning objectives and learning needs for the group • sourced and/or created an activity to meet learning objectives and engage early childhood learners • sequenced instruction and activities in a coherent and cohesive manner 			
identified a method to evaluate student performance			

provided clear feedback on performance to ESL students at least once			
suggested at least one strategy which could be used to strengthen student performance			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTI Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Elective Unit: TESPSL001 - Teach ESL to primary school-age learners

This unit describes the skills and knowledge required to teach primary school-age learners according to the learning needs typical to that age group. It includes the practical techniques to examine the characteristics of the language use of primary school-age learners in order to identify their learning goals. It includes the ability to identify learning activities that will both engage and benefit primary school-age learners.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit – TESPSL403A Teach ESL to primary school-age learners
- Completion of previous LTi units QLD245PSL01B - Teach ESL to primary school-age learners **and** QLD244DSP01B Design syllabus and plan lessons
- Completion of previous LTi units TEL016 - Teach ESL to primary school-age learners **and** TAADEL401A - Plan and organise group-based delivery.
- Student testimonials of your ability to teach English to primary school-age learners
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
awareness of the language use of a primary school-age ESL learner group and determined the following about that learner group: <ul style="list-style-type: none"> • the nature of their communication • the social function of communicative interactions of the primary school-age learners • the linguistic features of language development of the primary school-age learners 			
sourced or created at least one learning program for a primary school-age ESL learner group which: <ul style="list-style-type: none"> • identified learning objectives and learning needs for the group • sourced and/or created at least one activity to meet the identified activities to meet learning objectives and engage primary school-age learners 			

<ul style="list-style-type: none"> sequenced instruction and activities in a coherent and cohesive manner 			
identified a method to evaluate student performance			
provided clear feedback on performance to ESL students at least once			
suggested at least one strategy which could be used to strengthen student performance			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Elective Unit: TESTAL001 - Teach ESL to teenage learners

This unit describes the skills and knowledge required to teach teenage learners according to the learning needs typical to that age group. It includes the practical techniques to examine the characteristics of the language use of teenage learners in order to identify their learning goals. It includes the ability to identify learning activities that will both engage and benefit teenage learners.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTAL403A - Teach ESL to teenage learners
- Completion of previous LTi units QLD245ETL01B - Teach ESL to teenage learners **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL017 - Teach ESL to teenage learners **and** TAADEL401A - Plan and organise group-based delivery.
- Student testimonials of your ability to teach English to teenage learners
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
awareness of the language use of a teenage ESL learner group and determined the following about that learner group: <ul style="list-style-type: none"> • the nature of their communication • the social function of communicative interactions of the teenage learners • the linguistic features of language development of the teenage learners 			
sourced or created at least one learning program for a teenage ESL learner group which: <ul style="list-style-type: none"> • identified learning objectives and learning needs for the group • sourced and/or created at least one activity to meet the identified activities to meet learning objectives and engage teenage learners • sequenced instruction and activities in a coherent and cohesive manner 			

identified a method to evaluate student performance			
provided clear feedback on performance to ESL students at least once			
suggested at least one strategy which could be used to strengthen student performance			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Elective Unit: TESMAD001 - Use Music, Art and Drama in TESOL

This unit describes the skills and knowledge required to incorporate music, art and drama into the ESL classroom. It includes the skills and knowledge to use music, art and drama across a variety of ages and stages of development in English as second language learners.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit – TESMAD403A Use Music, Art and Drama in TESOL
- Completion of previous LTi units QLD245MAD01B - Use music, art and drama in TESOL **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL018 - Use music, art and drama in TESOL **and** TAADEL401A - Plan and organise group-based delivery.
- Student testimonials of your ability to teach ESL using music, art and drama.
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
understanding of the benefit of using music in TESOL			
planned a lesson which had a minimum lesson duration of 40 minutes, AND: <ul style="list-style-type: none"> • determined and developed at least one ESL learning objective which could be achieved through music-based learning activities • sourced or created an ESL activity which incorporated music 			
understanding of the benefit of using art in TESOL			
planned a lesson which had a minimum lesson duration of 40 minutes, AND: <ul style="list-style-type: none"> • determined and developed at least one ESL learning objective which could be achieved through art-based learning activities • sourced or created an ESL activity which incorporated art 			
understanding of the benefit of using drama in TESOL			

<p>planned a lesson which had a minimum lesson duration of 40 minutes, AND:</p> <ul style="list-style-type: none"> determined and developed at least one ESL learning objective which could be achieved through drama-based learning activities sourced or created an ESL activity which incorporated drama 			
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Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Elective Unit: TESTEC001 - Use technology to assist ESL learning

This unit describes the skills and knowledge to incorporate technology as an integral part of ESL learning activities. It includes the skills and knowledge to teach some basic technology terminology, develop a portfolio of ESL internet-based resources, software designed for ESL learning and other technology-based activities which can contribute to the ESL learning process.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESTEC403A - Use technology to assist ESL learning
- Completion of previous LTi units QLD245UCL01B - Use computers to assist ESL learning **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL023 - Use computers to assist language learning **and** TAADEL401A - Plan and organise group-based delivery.
- Student testimonials of your ability to teach ESL using technology
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
sourced or created an activity for teaching each of the following: <ul style="list-style-type: none"> • common technology parts • generic terms relating to technology use • abstract terms relating to technology use 			
selected at least one internet-based resource that met an ESL learning objective			
selected or created a learning activity which involved students accessing internet-based resources or completing a process on a website			
planned a lesson which had a minimum lesson duration of 40 minutes, AND involved the use of internet-based resources			
selected ESL software which met an ESL learning objective			
sourced or created an activity which incorporated the use of ESL software			

planned a lesson which had a minimum lesson duration of 40 minutes, AND involved the use of ESL software			
sourced or created an activity that guided students in using basic functions of a word-processing program to achieve an ESL learning objective			
planned a lesson which had a minimum lesson duration of 40 minutes, AND involved at least one word processing task in an ESL context			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

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Unit RPL Evidence Record

Elective Unit: TESWWV001 - Work with volunteers in ESL contexts

This unit describes the skills and knowledge to work with volunteers in ESL programs. It includes the skills and knowledge to recruit, train, monitor and support volunteers. It also includes the ability to integrate volunteers into an ESL program through recruitment, training, mentoring and demonstrating appreciation of volunteer workers.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESWWV403A - Work with volunteers in ESL contexts
- Completion of previous LTi units QLD245WVE01B - Work with volunteers in ESL contexts learning **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL021 - Work with volunteers **and** TAADEL401A - Plan and organise group-based delivery
- Testimonials of your ability to work with volunteers
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
found a minimum of <u>three</u> volunteer sources			
promoted a volunteer ESL program			
documented a minimum of <u>three</u> different volunteer roles and their associated responsibilities			
identified at least <u>three</u> different administration procedures relating to volunteers in ESL programs			
selected at least one strategy for each of the following: <ul style="list-style-type: none"> • mentoring volunteers • monitoring volunteers • ensuring activities fall within volunteer's negotiated roles and responsibilities • ensuring adequate resources for volunteer tasks showing appreciation of volunteer contribution			
collected and reviewed feedback about the volunteer program from a stakeholder			

made a recommendation for improvement for a volunteer program, activities or resources			
--	--	--	--

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LT*i* Head Office or adding to aXcelerate or TOSS using your own account).

Unit RPL Evidence Record

Elective Unit: TESCBC001 - Establish community-based English classes

This unit describes the skills and knowledge to establish and coordinate community-based ESL programs. It includes practical techniques to set up an ESL class outside of formal learning institutions, as well as investigate local situations and requirements for an ESL program.

Examples of evidence demonstrating competency in this units may include, but not be limited to:

- Completion of previous LTi unit TESWWV403A - Work with volunteers in ESL contexts
- Completion of previous LTi units QLD245WVE01B - Work with volunteers in ESL contexts learning **and** QLD244DSP01B - Design ESL syllabus and plan lessons
- Completion of previous LTi units TEL021 - Work with volunteers **and** TAADEL401A - Plan and organise group-based delivery.
- Testimonials of your ability to work with volunteers
- Relevant qualifications
- References from employment
- Colleague Testimonial Form
- Supervisor Testimonial Form

Student Name:			
Skill or Knowledge to be demonstrated:	Description of Evidence that can be provided: Please leave blank where not applicable.	Year that the evidence is from	Assessor's Judgement – valid or not valid? i.e. to be valid the evidence provided must demonstrate the skill or knowledge identified
researched the ESL learning needs of a community and documented the following: <ul style="list-style-type: none"> • non-English speaking background residents demographic information, which may include but not be limited to: <ul style="list-style-type: none"> ○ nationalities represented ○ employment ○ previous education • non-English speaking background residents ESL learning objectives • existing ESL tuition options available and reasons these options are not being utilised 			
created an alternative delivery arrangement proposal to meet the needs of the local community, based on research conducted			
sourced a suitable venue for an English class			
sourced equipment for an English class			

identified strategies to maintain compliance with OHS standards and procedures			
identified any applicable legal or insurance requirements			
created a budget which listed: <ul style="list-style-type: none"> fixed expenses variable expenses potential income sources 			
sourced one low cost method of advertising			
worked out staffing requirements			
sourced potential volunteers			
selected or created an assessment task to determine English proficiency level			
maintained records			

Assessor Name:	
Is the evidence provided sufficient? I.e. is there evidence to show that the student is competent in all of the skills and knowledge identified in the above table?	
Currency – Is the evidence provided from the present or the recent past?	
Authenticity – What steps have been taken to verify that the evidence submitted is genuinely the students own work, qualifications, experience, etc?	
RPL Assessment Outcome: (RPL granted, gap training required, requested further evidence, etc.)	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTI Head Office or adding to aXcelerate or TOSS using your own account).

-- Read before proceeding --

RPL FORMS

The forms on the following pages are for use during the RPL Process.

Student complete the green sections

Supervisors, peers / colleagues, referees complete the yellow sections

Assessor complete the blue sections

-- Thank you! --

RPL SELF ASSESSMENT FORM

10695NAT – Certificate IV in TESOL (Teaching English to Speakers of Other Languages)

Student Name:				
Task	I have performed these tasks (✓)			
	Often	Sometimes	Never	
Teach students from diverse languages and cultures				
Use the Genre approach to teach English				
Use various approaches and methods in TESOL				
Teach English grammar English to non-native speakers				
Teach Spelling and Pronunciation English to non-native speakers				
Teach speaking English to non-native speakers				
Teach listening English to non-native speakers				
Teach reading English to non-native speakers				
Teach writing English to non-native speakers				
Plan lessons for English as a second language learning				
Develop resource files for English as a second language learning				
Teach English as a second language to early childhood learners				
Teach English as a second language to primary school aged children				
Teach English as a second language to teenage learners				
Use music, art and drama while teaching English as a second language				
Use technology to assist ESL learners				
Work with volunteers in ESL contexts				
Establish community based English classes				

SUBMISSION DECLARATION

By typing your name below and emailing your completed RPL Self-assessment Form to your Trainer, you agree that you have responded honestly and accurately to the best of your ability.

Student Name / Signature:	
Date:	

RPL COLLEAGUE TESTIMONIAL FORM

10695NAT – Certificate IV in TESOL (Teaching English to Speakers of Other Languages)

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 / Student) 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):	
Name of Organisation in which the colleague worked with the candidate:	
Website of Organisation:	
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):	
<input checked="" type="checkbox"/>	COLLEAGUE TO COMPLETE THE FOLLOWING WITH RESPECT TO THE CANDIDATE: I verify that this candidate (please tick ✓ if applicable):
<input type="checkbox"/>	is able to identify and address cultural concepts embedded in language
<input type="checkbox"/>	fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
<input type="checkbox"/>	is able to identify the structural and language features of various genres and teach appropriately
<input type="checkbox"/>	implements speaking activities to assist accuracy and practice for fluency
<input type="checkbox"/>	uses listening texts based on authentic listening texts and real life situations
<input type="checkbox"/>	teaches fundamental reading skills, conventions and strategies
<input type="checkbox"/>	implements sessions that develop written language skills for producing texts for specific or social purposes
<input type="checkbox"/>	monitors and provides feedback to students in a positive manner
<input type="checkbox"/>	understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
<input type="checkbox"/>	implements spelling and pronunciation strategies to assist accuracy and fluency
<input type="checkbox"/>	provides learning through instruction and demonstration of the English language
<input type="checkbox"/>	is able to analyse student needs and design and develop lessons to meet those needs
<input type="checkbox"/>	plans and organises group-based learning
<input type="checkbox"/>	facilitates group-based learning
<input type="checkbox"/>	selects and designs effective teaching materials for various topics, grammar points, skills and levels of ability

Name of RPL Candidate:	
	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.	

SUBMISSION DECLARATION

By typing your name below you agree that you have responded honestly and accurately to the best of your ability and understand that you may be contacted to verify the information provided.

Colleague Name / Signature:	
Date:	

RPL SUPERVISOR TESTIMONIAL FORM

10695NAT – Certificate IV in TESOL (Teaching English to Speakers of Other Languages)

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 / Student) 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):	
Name of Organisation in which the Supervisor worked with the candidate:	
Website of Organisation:	
Period(s) of time that the candidate worked with the Supervisor (approximate dates):	
Supervisor'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):	
<input checked="" type="checkbox"/>	SUPERVISOR TO COMPLETE THE FOLLOWING WITH RESPECT TO THE CANDIDATE: I verify that this candidate (please tick ✓ if applicable):
<input type="checkbox"/>	is able to identify and address cultural concepts embedded in language
<input type="checkbox"/>	fosters and promotes an inclusive learning culture especially regarding the teacher and student roles
<input type="checkbox"/>	is able to identify the structural and language features of various genres and teach appropriately
<input type="checkbox"/>	implements speaking activities to assist accuracy and practice for fluency
<input type="checkbox"/>	uses listening texts based on authentic listening texts and real life situations
<input type="checkbox"/>	teaches fundamental reading skills, conventions and strategies
<input type="checkbox"/>	implements sessions that develop written language skills for producing texts for specific or social purposes
<input type="checkbox"/>	monitors and provides feedback to students in a positive manner
<input type="checkbox"/>	understands and teaches basic sentence structures, cohesive devices, punctuation and various grammar points
<input type="checkbox"/>	implements spelling and pronunciation strategies to assist accuracy and fluency
<input type="checkbox"/>	provides learning through instruction and demonstration of the English language
<input type="checkbox"/>	is able to analyse student needs and design and develop lessons to meet those needs
<input type="checkbox"/>	plans and organises group-based learning
<input type="checkbox"/>	facilitates group-based learning
<input type="checkbox"/>	selects and designs effective teaching materials for various topics, grammar points, skills and levels of ability

Name of RPL Candidate:	
	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.	

SUBMISSION DECLARATION

By typing your name below you agree that you have responded honestly and accurately to the best of your ability and understand that you may be contacted to verify the information provided.

Supervisor Name / Signature:	
Date:	

RPL Submission Overview

Student Name:	
Mobile phone:	
Email:	
Work phone (if ok to call):	

RPL Evidence Summary

Please use the following table to summarise the evidence provided.

Evidence	Please tick (✓) if applicable:	Year(s) completed or applicable	Unit(s) of the TESOL course to which this evidence applies
Past Studies			
Copies of qualifications			
Academic transcripts showing exact subjects or topics and results			
Actual work completed for past studies (e.g. essays or assignments)			
Other:			
Workplace Documents (produced in paid or voluntary capacity):			
Training session/lesson plans and work programs			
Learning resources			
Student assessment			
Other:			
Audio/Video Recordings			
Of your teaching or assessing			
Other:			
Third Party Reports			
References from employers			
Colleague Testimonial			
Supervisor Testimonial			
Letters of thanks from satisfied students			
Other:			
Any Other Evidence			
For example: Documents from workshops, seminars and conferences			

Evidence	Please tick (✓) if applicable:	Year(s) completed or applicable	Unit(s) of the TESOL course to which this evidence applies
For example: Industry awards			
For example: Membership of relevant professional associations			

Please add as many rows or pages as necessary.

Overview of Units of Competency

To achieve the qualification 10695NAT - Certificate IV in TESOL (Teaching English to Speakers of Other Languages) the learner must complete all 9 core units and 1 elective unit.

Unit code	Unit title	Seeking RPL for? (yes or no)	RPL Assessment Outcome (RPL-G or RPL-NG)
Core units (all required for full qualification)			
TESCIE001	Create a culturally inclusive learning environment		
TESGAE001	Use the genre approach to teach English		
TESTEG001	Teach English grammar		
TESTSP001	Teach spelling and pronunciation		
TESTSE001	Teach speaking		
TESTLE001	Teach listening		
TESTRE001	Teach reading		
TESTWE001	Teach writing		
TESDRF001	Develop resource files		
Elective units (all of above + one of below required for full qualification)			
TESECL001	Teach ESL to early childhood learners		
TESPSL001	Teach ESL to primary school-aged learners		
TESTAL001	Teach ESL to teenage learners		
TESMAD001	Use music, art and drama in TESOL		
TESTEC001	Use technology to assist ESL learning		
TESWWV001	Work with volunteers in ESL contexts		
TESCEC001	Establish community based English classes		

RPL-G = Recognition of prior learning – granted

RPL-NG = Recognition of prior learning - not granted

SUBMISSION DECLARATION

When you have completed all of the relevant sections of this guide and are ready to submit your RPL evidence, please email this completed RPL Guide to your Trainer for assessment.

By typing your name below and emailing your completed RPL Guide to your Trainer, you agree that:

- you understand how the assessment will be conducted (as described at the start of this RPL Guide);
- you understand that you can discuss any individual needs or difficulties that you have in relation to the RPL assessment with your Trainer or LTI at any time;
- you declare that the information, documents and evidence submitted is true, accurate, authentic and / or your own work.

Student Name / Signature:	
Date:	

Overall RPL Assessment Outcome: (e.g. Full RPL granted, Partial RPL granted / gap training required, requested further evidence, etc.)	
Assessor Name:	
Assessor Signature*:	
Date of Assessment:	

*Typed name may be used in place of your signature if you use your own account / login details for storing this document (e.g. emailing to LTI Head Office or adding to aXcelerate or TOSS using your own account).