

Title	Evaluate a personal approach to strengthen adult literacy and numeracy practice in Aotearoa New Zealand		
Level	6	Credits	5

Purpose	<p>This unit standard is for people with expertise in adult literacy and/or numeracy education, whose prime purpose is to improve the literacy and/or numeracy of learners in a range of settings: training, educational, community, workplace, marae, or whānau.</p> <p>People credited with this unit standard are able to: explain a personal approach to strengthen adult literacy and numeracy practice in Aotearoa New Zealand, and evaluate the personal approach against current constructs in adult literacy and numeracy practice in Aotearoa New Zealand.</p>
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Classification	Adult Education and Training > Adult Literacy and Numeracy Education
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Available grade	Achieved
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Explanatory notes

- 1 For the purposes of this unit standard, the domain Adult Literacy and Numeracy Education includes design, delivery, assessment, and evaluation.
- 2 *Learning Progressions for Adult Literacy* (Tertiary Education Commission, 2008), *Learning Progressions for Adult Numeracy* (Tertiary Education Commission, 2008), and supporting professional development resources should be referred to within the context of this unit standard.
- 3 **Definition**
Personal approach refers to an individual's way of thinking or considering adult literacy and numeracy based on their personal philosophy and experience.

Outcomes and evidence requirements

Outcome 1

Explain a personal approach to strengthen adult literacy and numeracy practice in Aotearoa New Zealand.

Evidence requirements

- 1.1 A personal approach to strengthen adult literacy and numeracy education is described in terms of a personal philosophy, and underlying assumptions.
- Range approach may include but is not limited to – design, delivery and assessment;
assumptions may include but are not limited to – lifelong learning, learning causes stress, educator as facilitator, learner centeredness, distance between learning and application, learner as co-collaborator in learning, learning is active, learner readiness.
- 1.2 Theoretical positions that underpin the personal approach to teaching of adult literacy in Aotearoa New Zealand are explained.
- Range theoretical positions may include but are not limited to ideas based on – cognitive approaches, social practices, functional literacy, critical literacy, proper literacy, embedded literacy and numeracy, contextualised literacy and numeracy, multiple-literacies; evidence of at least two theoretical positions.
- 1.3 Contributory discourses to theoretical positions are explained in terms of impact on the personal approach to teaching adult literacy and numeracy.
- Range contributory discourses may include but are not limited to – literacy crisis deficit thinking, literacy theories, numeracy theories, human capital and social capital discourses; evidence of two contributory discourses.
- 1.4 Candidate's personal approach to teaching adult literacy is explained in terms of how it differs from the candidate's personal approach to teaching adult numeracy.
- Range differences may include but are not limited to – teaching and learning philosophies, teaching strategies, assessment, evaluation.

Outcome 2

Evaluate the personal approach against current constructs in adult literacy and numeracy practice in Aotearoa New Zealand.

Range current constructs may include but are not limited to – learner-centeredness, concept of ako, Mātauranga Māori models, diverse learners, cultural pedagogical models, critical literacy, functional literacy, proper literacy, language, contextualized literacy, embedded literacy and numeracy cognitive approaches, social practices, multiple-literacies; evidence of three current constructs; evaluation includes – self review, feedback from at least two sources – supervisor, peer, and/or learner.

Evidence requirements

2.1 The personal approach to teaching adult literacy and numeracy is evaluated in terms of addressing the principles of current constructs in adult literacy and numeracy education.

2.2 Possible improvements to the personal approach are described in terms of strengthening adult literacy and numeracy practice in Aotearoa New Zealand.

Range improvements may include but are not limited to – identification, transmission and cultivation of valued knowledge, value systems and ideologies, outcomes achieved.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15 April 2011	31 December 2018
Rollover and Revision	2	20 June 2013	31 December 2018
Review	3	15 September 2016	31 December 2018

Consent and Moderation Requirements (CMR) reference

0045

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is expiring