

Title	Demonstrate knowledge of literacy and numeracy for adults in Aotearoa from the perspective of Te Ao Māori		
Level	6	Credits	8

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 numeracy of Māori adult learners in a range of settings: training, educational, community or workplace.</p> <p>People credited with this unit standard are able to: describe a framework for adult literacy and numeracy provision to Māori, based on Te Ao Māori; describe models of pedagogy that have informed the development of literacy and numeracy for Māori; evaluate current government policy on literacy and numeracy, and programmes, that improve Māori education, and culture in relation to Māori educational achievement, and social and cultural wellbeing; and evaluate Māori education provision to inform adult literacy and numeracy education for Māori.</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 References
Whakatipuranga Arapiki Ako – Developing the work of strengthening literacy and numeracy teaching and learning for adults (2010) (page 15). National Institute of Māori Education, Centre for Māori and Indigenous Literacy and Numeracy, Te Ako Tūāpapa.
 Report of the Māori Adult Literacy Working Party, *Te Kāwai Ora: Reading the World, Reading the Word, Being the World*, Office of the Associate Minister Maori Affairs, 2001.
A Framework for Considering Māori Educational Advancement, Hui Taumata Matauranga: Māori Educational Summit, 2001.

4 Resources on Literacy for Māori and common Māori models of pedagogy may be accessed at NZQA's Adult Literacy and Numeracy Education assessment support material homepage: www.nzqa.govt.nz/asm.

5 The report Whakatipuranga Arapiki Ako can be used to inform the definition of *Literacy for Māori* as follows:

Literacy for Māori refers to ensuring maximum learner engagement in order to improve literacy and numeracy in a culturally appropriate environment. Where practicable, tikanga Māori practices are used when working with a Māori learner audience.

'Literacy for Māori':

- assumes a Māori audience
- deliberately incorporates 'literacy and numeracy teaching strategies and activities' in everyday teaching practice
- chooses the most effective tool or strategy for the job on the day, according to the audience
- is aware of effective literacy and numeracy teaching strategies, frameworks and resources, and applies effective delivery of teaching and learning.

This definition is distinct from *Māori Literacy*, which supports Māori people to participate fully in society within Aotearoa New Zealand. As there are different definitions of 'being Māori' (Tertiary Education Commission, 2010), people have autonomy to choose their own definition of what 'being Māori' means. Characteristics such as geographical location, economic situation and access to whānau support all influence individual definitions of 'being Māori'.

'Māori literacy':

- is Āhukatanga Māori which is underpinned by Māori values and knowledge (for example customary practice, historical kōrero, tikanga and kawa)
- recognises non-paper based literacies (for example reading the environment, symbols, art forms and people)
- is learner centred, multifaceted and multidimensional
- is holistic.

6 Definitions

Framework refers to a robust use of tools and resources, and a set of guiding principles, by which an approach to adult literacy and numeracy provision could be developed.

Pedagogy refers to the principles and methods that underpin different teaching strategies for adult literacy education.

Programmes refer to a planned and co-ordinated sequence of study to achieve a specified aim. A programme is often made up of separate or linked courses.

Tapu refers to state of restriction and/or sacredness.

Noa refers to freedom from tapu or other restrictions.

Mana refers to esteem, authority, dignity, achievements, without beginning or end (to which you are born and which cannot be taken from you).

Mauri refers to life force or life principle of both inanimate and animate objects eg carved mauri stones.

Tupu refers to the growth of the person.

Piki refers to the bird of the spirit that takes flight.

Whakatauki means a proverb.

Outcomes and evidence requirements

Outcome 1

Describe a framework for adult literacy and numeracy provision to Māori, based on Te Ao Māori.

Evidence requirements

1.1 Personal or other influences that contribute to own understanding of literacy for Māori are described.

Range evidence of five influences.

1.2 A framework that is based on Māori concepts for design, delivery and evaluation of adult literacy and numeracy provision, within a contemporary context is described.

Range Māori concepts may include but are not limited to – tapu, noa, mana, mauri, tupu, piki;
evidence of five concepts.

1.3 A whakatauki is selected and used to describe the relationship of the learner with literacy and numeracy within a framework based on Te Ao Māori.

Outcome 2

Describe models of pedagogy that have informed the development of literacy and numeracy for Māori.

Range models may include but are not limited to – Te Wheke, The Atuatanga Model, The Kete Model, The Whare Model, Te Whare Tapa Wha Model, Te Waka Model, The Poutama Model, Te Aho Matua Model; and may also include – bi-literacy, literacy for whānau, hapu and iwi;
evidence of two models.

Evidence requirements

2.1 Characteristics of the models are outlined in relation to the context of Te Ao Māori, either in contemporary or traditional times.

2.2 Wider contextual issues presented in both models are identified and described in relation to changing government policy.

2.3 Models of pedagogy are described in terms of how they have informed the development of literacy and numeracy for Māori.

Outcome 3

Evaluate current government policy on adult literacy and numeracy, and programmes, that improve Māori education, and culture in relation to Māori educational achievement, and social and cultural well-being.

Range evidence of two policies, and two programmes.

Evidence requirements

- 3.1 Selected policies and programmes are evaluated in relation to the selected models of pedagogy, and the impact on Māori well-being.
- 3.2 Recommendations are drawn from the findings of the evaluation, in terms of improving Māori educational achievement and social and cultural well-being.

Outcome 4

Evaluate Māori education provision to inform adult literacy and numeracy education for Māori.

Range Māori education provision may include but is not limited to – Te Ataarangi, Nga Whare Wānanga, Nga Kura Kaupapa Māori, bilingual units within compulsory public education, whānau literacy; evidence of two models.

Evidence requirements

- 4.1 Characteristics of two types of Māori education provision are discussed in terms of whakapapa, or history of models.
- 4.2 Māori pedagogy is linked to each Māori education provision in terms of locating ways of addressing adult literacy and numeracy needs.
- 4.3 Each Māori education provision is evaluated in terms of effective engagement of Māori.

Range engagement may include but is not limited to – learner participation, retention, and achievement.
- 4.4 Recommendations are drawn from the findings of the evaluation, in terms of improving adult literacy and numeracy education for Māori.

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