### Title

**Design strategies to embed adult literacy and numeracy in the delivery of a training or education programme**

### Level

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### Purpose

This unit standard is for existing education practitioners who seek to develop the literacy and numeracy skills of adult learners within the content of a training or education programme.

People accredited with this unit standard are able to:

- map demands of a training or education programme to adult literacy and numeracy frameworks
- identify literacy and numeracy strengths, needs and goals of adult learners in a training or education programme
- describe organisational practices or processes that may influence or affect the embedding of literacy and numeracy in a training or education programme
- describe a learner-centred adult teaching environment within an adult literacy and numeracy cultural context to inform the design of strategies to embed literacy and numeracy
- design strategies to embed literacy and numeracy teaching and learning with respect to learner needs and specific mapped demands.

This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) [Ref: 2754].

### Classification

**Adult Education and Training > Adult Literacy and Numeracy Education**

### Available grade

**Achieved**

### Entry information

**Recommended skills and knowledge**

29622, *Describe adult literacy and numeracy education in Aotearoa New Zealand*; or demonstrate equivalent knowledge and skills.
Explanatory notes

1. For the purposes of this unit standard, adult literacy and numeracy education includes design, facilitation, assessment, and evaluation.

2. A training or an education programme refers to a sequence of lessons with agreed outcomes and timeframes that covers teaching, learning, delivery and assessment strategies to meet the literacy needs and development of the adult learners. It is a programme with actual learners for which the candidate for this unit standard is responsible. Such a programme may be vocational and may take place in the workplace. It excludes a specialist literacy, numeracy and/or ESOL (English for Speakers of Other Languages) programme.

3. Candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include Health and Safety at Work Act 2015, the Privacy Act 1993, the Human Rights Act 1993, Copyright Act 1994, and the Vulnerable Children Act 2014, and any subsequent amendments.

4. References
   - Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008)
   - Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008)

5. Definitions
   - Embed literacy and numeracy refers to teaching and learning of adult literacy and numeracy within the context and task of another subject or skill e.g. panel-beating.
   - Learners refers to those people receiving embedded adult literacy and numeracy education.
   - Pasifika refers to a diverse group of Pacific nations including Samoa, Tonga, Cook Islands, Tokelau, Niue, Fiji and Tuvalu.
   - Practices or processes refers to organisational – policies, procedures, systems, rules and regulations, conventions, culture and/or kaupapa.
   - Strategies refers to teaching approaches that develop learners’ knowledge, skills and awareness. The application of strategies requires the critical consideration of what literacy and numeracy to teach, and how to contextualise it in a programme or training.
   - Whakapapa refers to genealogy, history, or stages of development. It gives a feeling of belonging, security and value.
   - Ako refers to the traditional Māori thinking about the transfer and absorption of skills, knowledge, wisdom, and experience, much of which has traditionally occurred in the course of everyday activities. It implies ‘learn’ and ‘instruct’ at the same time.
   - Whanaungatanga refers to nation, society, community, and relationships.
   - Kaitiakitanga refers to the practical doing; and rules and tikanga of adult literacy and numeracy education.
   - Tuakana-teina refers to the relationship between an older (tuakana) person and a younger (teina) person, and is specific to teaching and learning in the context of Māori. Within teaching and learning this can take a variety of forms:
     - peer-to-peer: teina teaches teina, tuakana teaches tuakana;
     - younger to older: the teina has some skills in the area that the tuakana does not, and is able to teach the tuakana;
– older to younger: the tuakana has the knowledge and content to pass on to the teina;
– able to less able: the learner may not be as able in an area, and someone more skilled can teach what is required.

*Mana ao tūroa* refers to strengthening abilities, manipulating the environment to suit personal strengths and situations, exploration.

*Mana atua* refers to spirit/spirituality, well-being, sacred power of the ‘Gods’.

*Mana whenua* refers to the power of the land, importance, beliefs, and belonging.

*Mana tangata* refers to identity; individual cultures; the power an individual gains through their abilities, efforts, taking advantage of all opportunities, and contributing to others.

*Mana reo* refers to the power or authority of language and communication, as the life force of mana Māori.

*Tino rangatiratanga* refers to determination by Māori of issues that impact on Māori; the learners’ right to define their powers of decision-making, leading to their independence.

*Kōrero* refers to speaking.

*Titiro* refers to looking, and observing.

*Whakarongo* refers to listening.

### Outcomes and evidence requirements

#### Outcome 1

Map demands of a training or education programme to literacy and numeracy frameworks.

**Evidence requirements**

1.1 Literacy and numeracy demands mapped to applicable strands and progressions of the *Learning Progressions for Adult Literacy* and the *Learning Progressions for Adult Numeracy* are sufficient to inform the facilitation of workplace training or a vocational programme.

Range evidence of two literacy, two numeracy demands.

1.2 Selected samples of literacy and numeracy mapped to the applicable koru/steps of the *Learning Progressions for Adult Literacy*, the *Learning Progressions for Adult Numeracy* are sufficient to inform the facilitation of workplace training or a vocational programme.

Range evidence of two literacy, two numeracy demands.

#### Outcome 2

Identify literacy and numeracy strengths, needs and goals of adult learners in a training or education programme.

Range identification of strengths and needs include referencing to – the strands and progressions of *Learning Progressions for Adult Literacy*, *Learning Progressions for Adult Numeracy*. 
Evidence requirements

2.1 Learner strengths and needs are identified in relation to the mapped demands of a training or education programme.

2.2 In collaboration with learners, goals are determined in relation to their identified literacy and numeracy strengths and needs.

Outcome 3

Describe organisational practices or processes that may influence or affect the embedding of literacy and numeracy in a training or education programme.

Range evidence of three practices or processes.

Evidence requirements

3.1 Organisational practices or processes are described in terms of the impact on the content and/or facilitation of a vocational programme or workplace training.

Outcome 4

Describe a learner-centred adult teaching environment within an adult literacy and numeracy cultural context to inform the design of strategies to embed literacy and numeracy.

Evidence requirements

4.1 A learner-centred adult teaching environment is described in terms of adult teaching concepts and approaches.

Range concepts may include but are not limited to – whakapapa, ako, whanaungatanga, kaitiakitanga, tuakana-teina, mana ao tūroa, mana atua, mana whenua, mana tangata, mana reo, tino rangatiratanga; approaches may include but are not limited to – ako, kōrero, titiro, whakarongo, tuakana-teina, group learning, individual learning, modelling, active learning.

Outcome 5

Design strategies to embed literacy and numeracy teaching and learning with respect to learner needs and specific mapped demands.

Range includes but are not limited to – teaching and learning, evaluation.

Evidence requirements

5.1 Strategies designed to embed literacy and numeracy are informed by frameworks relevant to Aotearoa New Zealand’s unique contexts, and adult teaching approaches.
Range frameworks include – Māori, Pasifika, Learning Progressions for Adult Literacy, Learning Progressions for Adult Numeracy and may include but are not limited to – ESOL, youth; contexts may include but are not limited to – community, intensive literacy and numeracy programmes, marae-based, whānau (family/extended family), pre-employment, workplace, vocational education, and industry training.

5.2 Strategies designed to embed literacy and numeracy are learner-centred, and address the opportunities and constraints of a vocational programme or workplace, and develop learner literacy and numeracy competence and independence.

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<th>Replacement information</th>
<th>This unit standard and unit standards 29622, 29624, 29625, and 29628 replaced unit standard 21204.</th>
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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 (CMR). 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.

Comments on this unit standard

Please contact NZQA National Qualifications Services ngs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.