Title: Plan and facilitate embedded adult literacy and numeracy skills development in a training or education programme

Level: 5

Credits: 15

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 plan and facilitate embedded literacy and numeracy teaching and learning in the delivery of learning sessions within a training or an education programme.

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; and 29623, Design strategies to embed adult literacy and numeracy in the delivery of a training or education programme; 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 It is recommended that the candidate completes 29623, *Design strategies to embed adult literacy and numeracy in the delivery of a training or education programme*, and then applies the design to the execution of this standard.

4 References


5 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 the Health and Safety at Work Act 2015, Privacy Act 1993, Human Rights Act 1993, and Copyright Act 1994, and any subsequent amendments.

6 This standard requires teaching practicum with actual learners in a training or education programme. During practicum, candidates may be working with learners 18 years and under. In this case, practical experience will require a safety check to comply with the requirements of the Vulnerable Children Act 2014. For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see [http://childrensactionplan.govt.nz](http://childrensactionplan.govt.nz).

7 Definitions

*Candidates* refers to those people who are undertaking assessment against this unit standard.

*Embedded 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.

*Frameworks* refers to sets of guiding principles by which an approach to adult literacy and numeracy provision could be developed.

*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.

*Supervisor* refers to the person who has a management or an assessment role in relation to the candidate.

*Teaching 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.

*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.

*Kōrero* refers to speaking.

*Titiro* refers to looking, and observing.

*Whakarongo* refers to listening.

*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.

Outcomes and evidence requirements

Outcome 1

Plan embedded literacy and numeracy teaching and learning for the facilitation of sessions within a training or an education programme.

Evidence requirements

1.1 The planned embedding of literacy and numeracy within the facilitation of sessions addresses the identified demands and needs of the learners and of the training or education programme.

Range plan includes – learning outcomes, teaching strategies, learning activities, resources, assessment, evaluation;
plan tracks a minimum of two adult learners across a minimum of three separate learning sessions.

1.2 The planned embedding of literacy and numeracy within the facilitation of sessions contains learner-centred adult teaching approaches sufficient to meet learner need.

Range learner-centred adult teaching approaches may include but are not limited to – ako, kōrero, titiro, whakarongo, tuakana-teina, group learning, individual learning, modelling, action-focused learning.

Outcome 2

Facilitate embedded literacy and numeracy teaching and learning within a training or education programme.

Range facilitation is for a minimum of two adult learners, across a minimum of three separate learning sessions.

Evidence requirements

2.1 Facilitation of embedded literacy and numeracy responds to the identified needs of the learners.

2.2 Facilitation demonstrates responsive practice and effective embedded literacy and numeracy teaching that engages the learners.

2.3 Facilitation is informed by learner-centred adult teaching approaches.
2.4 Facilitation is informed by frameworks relevant to Aotearoa New Zealand’s unique contexts.

Range frameworks include – Māori, Learning Progressions for Adult Literacy, Learning Progressions for Adult Numeracy, and may include but are not limited to – Pasifika, English language learners, 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.

2.5 Facilitation is reviewed to identify strengths and potential improvements for future delivery, and informs planning for candidate’s professional development.

Range review of facilitation includes – learning outcomes, teaching strategies, learning activities, management of delivery, student feedback, formative assessment results, collaboration with learner and candidate’s supervisor.

<table>
<thead>
<tr>
<th>Replacement information</th>
<th>This unit standard and unit standard 29630 replaced unit standard 21198. This unit standard and unit standards 29622, 29623, 29625, and 29628 replaced unit standard 21204.</th>
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<th>Planned review date</th>
<th>31 December 2021</th>
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| Status information and last date for assessment for superseded versions |
|-----------------------------|-------------------|
| Process | Version | Date | Last Date for Assessment |
| Registration | 1 | 15 September 2016 | N/A |

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<tr>
<th>Consent and Moderation Requirements (CMR) reference</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.