

Title	Plan and facilitate embedded adult literacy and numeracy skills development within a training or education programme		
Level	5	Credits	15

Purpose	<p>This unit standard is for education practitioners who want to develop the literacy and numeracy skills of adult learners by embedding those skills into community, vocational or workplace programmes.</p> <p>People accredited with this unit standard are able to:</p> <ul style="list-style-type: none"> • plan embedded adult literacy and numeracy teaching and learning for the facilitation of sessions within a training or an education programme • facilitate embedded adult literacy and numeracy teaching and learning within a training or education programme. <p>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].</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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Guidance Information

- 1 A training or an education programme refers to a sequence of lessons with agreed outcomes and timeframes that covers teaching, learning, facilitation and assessment strategies to meet the literacy and numeracy 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.
- 2 *Diagnosed needs* may be supplied or come from evidence provided for Unit 29625, Use assessment to strengthen adult literacy and numeracy teaching and learning.
- 3 It is recommended that the candidate completes unit standard 32978, *Design embedded adult literacy and numeracy learning in the facilitation of a training or education programme*, and then applies the design to the execution of this standard.

4 References

Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008),
Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008),
 and supporting professional development resources, available from
<https://tec.govt.nz/>.

- 5 Candidates must act professionally, ethically, and with culturally appropriate educational practices 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 2020,

Human Rights Act 1993,

Copyright Act 1994,

Children's Act 2014,

and any subsequent amendments.

- 6 This standard requires teaching practicum with actual learners in a training or education programme. During practical experience, candidates may be working with learners 18 years and under. In this case, practical experience will require the candidate to pass a safety check consistent with the requirements of the Children's Act 2014. For more information on the Children's Act 2014, safety checking regulations and guidelines see www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/.

7 Definitions

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.

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.

Formative (assessment) refers to activities undertaken on an on-going basis during a course of a programme intended to provide feedback on progress to the learner and educator.

Kaitiakitanga refers to the practical doing; and rules and tikanga of adult literacy and numeracy education.

Kōrero refers to speaking.

Learners refers to those people receiving embedded adult literacy and numeracy education.

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 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.

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

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.

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.

Titiro refers to looking, and observing.

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.

Whakapapa refers to genealogy, history, or stages of development. It gives a feeling of belonging, security and value.

Whakarongo refers to listening.

Whanaungatanga refers to nation, society, community, and relationships.

Outcomes and performance criteria

Outcome 1

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

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

Performance criteria

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

Range plan includes – learning outcomes, teaching strategies, learning activities, resources, assessment, evaluation.

- 1.2 The planned embedding of literacy and numeracy within the facilitation of sessions is informed by learner-centred adult teaching concepts and approaches sufficient to meet learner needs.

Range concepts and approaches 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, kōrero, titiro, whakarongo, group learning, individual learning, modelling, active learning, learner agency.

Outcome 2

Facilitate embedded adult 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.

Performance criteria

- 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 established frameworks, including those from Te Ao Māori, the *Learning Progressions for Adult Literacy*, and *Learning Progressions for Adult Numeracy*.

Range frameworks may also include those for Pasifika, youth.

- 2.5 Facilitation is reviewed to identify strengths and potential improvements for future facilitation, and review informs planning for own professional development.

Range review of facilitation includes – learning outcomes, teaching strategies, learning activities, management of facilitation, student feedback, formative assessment results, collaboration with learner and own supervisor;
planning for own professional development includes – action plan with timeframes.

Replacement information	<p>This unit standard and unit standard 29630 replaced unit standard 21198.</p> <p>This unit standard and unit standards 29622, 29623, 29625, and 29628 replaced unit standard 21204.</p>
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Planned review date	31 December 2027
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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	31 December 2023
Review	2	30 June 2022	N/A

Consent and Moderation Requirements (CMR) reference	0045
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council info@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.