Title: Describe issues and theories that relate to adult literacy and numeracy

Level: 5
Credits: 5

Purpose:
This qualification is for education practitioners who seek to develop literacy and numeracy teaching expertise in adult literacy and numeracy education.

People accredited with this unit standard are able to describe issues and trends that affect current adult literacy and numeracy levels in a range of learning contexts in Aotearoa New Zealand; and teaching and learning research and associated theories that explain how adults acquire and develop literacy and numeracy.

This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) [Ref: 2755].

Classification:
Adult Education and Training > Adult Literacy and Numeracy Education

Available grade: Achieved

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

2. For the purposes of outcome 2, teaching and learning theories must be underpinned by research.

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. Candidates must give publication details of research into issues and associated trends, and teaching and learning theories being described.
5 References

6 Definitions
Colonisation in Aotearoa New Zealand refers to the effects of British cultural domination during the 19th and first half of the 20th century. These effects are on current political, social, economic and education structures, including adult literacy and numeracy education.
Issues refers to national or international issues or situations of relevance to adult literacy and numeracy levels in Aotearoa New Zealand.
Pasifika refers to a diverse group of Pacific nations including Samoa, Tonga, Cook Islands, Tokelau, Niue, Fiji and Tuvalu.
Priority groups refers to Māori, Pasifika and youth; as identified in the Tertiary Education Strategy.
Trends refers to a general development or change in a situation or in the way that people are behaving.

Outcomes and evidence requirements

Outcome 1
Describe issues and trends that affect current adult literacy and numeracy levels in a range of learning contexts in Aotearoa New Zealand.

Range learning 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.

Evidence requirements
1.1 Historical issues and associated trends are described in relation to adult literacy and numeracy levels.

Range historical issues include but are not limited to – colonisation in Aotearoa New Zealand, Pasifika migration, socio-economic; evidence of three issues and any associated trends.

1.2 Current issues and associated trends are described in relation to adult literacy and numeracy levels and their impact on priority groups.

Range evidence of three national and three international issues, and any associated trends.
Outcome 2

Describe teaching and learning research and associated theories that explain how adults acquire and develop literacy and numeracy.

Range theories include – literacy and numeracy acquisition and development; and may include but are not limited to – development of foundational reading skills.

Evidence requirements

2.1 Description relates research and associated educational theories to professional literacy and numeracy teaching/learning/education practice.

Replacement information

This unit standard and unit standard 29622 replaced unit standard 21191.

This unit standard replaced unit standard 21193.

Planned review date

31 December 2021

Status information and last date for assessment for superseded versions

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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 (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 nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.