Title: Design strategies to address adult literacy and numeracy demands and learner strengths and needs

Level: 5
Credits: 15

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 organisational practices or processes that may influence or affect adult literacy and numeracy teaching and learning
- identify the literacy and numeracy demands associated with the selected learning contexts
- identify literacy and numeracy strengths, needs and goals of learners in relation to their learning needs within selected learning contexts
- describe a learner-centred adult teaching environment in Aotearoa New Zealand to inform the design of adult literacy and numeracy strategies
- design strategies to address identified literacy and numeracy strengths, needs and goals for an individual and a group of adult learners.

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

Entry information:
Recommended skills and knowledge:
29622, Describe adult literacy and numeracy education in Aotearoa New Zealand; and 29626, Describe issues and theories that relate to adult literacy and numeracy; 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. The learning contexts for adult literacy and numeracy education 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.

3. For the purposes of outcome 4, a group consists of three or more people with diverse literacy needs.

4. 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.

5. References

Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008),
Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008),
Literacy and Numeracy for Adults Assessment Tool (Tertiary Education Commission), and supporting professional development resources.

6. Definitions

Diagnostic methods refers to assessment done to identify possible strengths and weaknesses of individual learners. It may be broad or specific and can take place at any time in a programme.

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.

Learners refers to those people receiving 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.

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

Describe organisational practices or processes that may influence or affect adult literacy and numeracy teaching and learning.

Range evidence of at least four practices or processes, two in each of two different learning contexts.

Evidence requirements

1.1 Organisational practices or processes are described in terms of their impact on literacy and numeracy demands, requirements of learners, and the literacy and numeracy programme and delivery.

Outcome 2

Identify the literacy and numeracy demands associated with the selected learning contexts.

Evidence requirements

2.1 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 adult literacy and numeracy teaching.

Range evidence of literacy and numeracy demands from the two different learning contexts.

2.2 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 adult literacy and numeracy teaching.

Range evidence of eight demands in total, consisting of four literacy, four numeracy demands, across the two learning contexts.

Outcome 3

Identify literacy and numeracy strengths, needs and goals of learners in relation to their learning needs within selected learning contexts.

Range learning needs may include but are not limited to – subject area, skill area, job requirements, everyday situations;
Evidence requirements

3.1 Strengths and needs are identified in relation to the mapped demands, using diagnostic methods.

Range diagnostic methods include but are not limited to – *Literacy and Numeracy for Adults Assessment Tool (Tertiary Education Commission)*; evidence of one individual and one group of adult learners.

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

Outcome 4

Describe a learner-centred adult teaching environment in Aotearoa New Zealand to inform the design of adult literacy and numeracy strategies.

Evidence requirements

4.1 A learner-centred environment is described in terms of adult teaching models.

Range models may include but are not limited to those outlined by – Carl Rogers (1983), Malcom Knowles (2005), McCombes & Whistler (1997), TEAL Teaching Excellence in Adult Literacy (2012) available from https://teal.ed.gov/tealguide/studentcentered; evidence of three models, including one of Māori, one of Pasifika.

4.2 A learner-centred environment is described in terms of adult teaching approaches.

Range 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 address identified literacy and numeracy strengths, needs and goals for an individual and a group of adult learners.

Range includes but is not limited to – teaching and learning, formative assessment, evaluation of strategies; includes one set of strategies for each of two contexts, for one individual and one group of adult learners.

Evidence requirements

5.1 Literacy and numeracy strategies build on learner strengths, address learner needs and goals, and develop learner independence.
5.2 Literacy and numeracy strategies address the opportunities and constraints of the selected contexts.

5.3 Literacy and numeracy strategies are informed by learner-centred adult teaching models and approaches.

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