<table>
<thead>
<tr>
<th>Title</th>
<th>Apply Māori and Pasifika frameworks to own adult literacy and numeracy teaching practice</th>
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<tr>
<td>Level</td>
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**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 how Māori and Pasifika frameworks inform adult literacy and numeracy teaching practice in Aotearoa New Zealand; and plan, apply and review the application of Māori and Pasifika frameworks to own adult literacy and numeracy teaching practice.

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. For the purposes of this standard, Pasifika frameworks do not need to be Pacific-wide.
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 the Health and Safety at Work Act 2015, Privacy Act 1993, Human Rights Act 1993, and Copyright Act 1994, and any subsequent amendments.

4 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.

5 Resources for Literacy for Māori and Māori literacy can be accessed from NZQA’s Adult Literacy and Numeracy Education assessment support material home page www.nzqa.govt.nz/asm.

6 References
Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008), Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008), and supporting professional development resources.

7 Definitions
Candidates refers to those people who are undertaking assessment against this unit standard.
Frameworks refers to traditional Māori and Pasifika concepts and characteristics that stimulate and enhance the learning process, and includes Māori and Pasifika teaching methodologies and pedagogies.
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.
Multi-sensory activity refers to when learning involves two or more of the senses within the same activity, where learners take in information about their world in a variety of ways: auditory (through their ears) visual (through their eyes) tactile (through touch).

Outcomes and evidence requirements

Outcome 1

Describe how Māori and Pasifika frameworks inform adult literacy and numeracy teaching practice in Aotearoa New Zealand.

Range evidence of two Māori frameworks and two Pasifika frameworks, described in more than one teaching environment.

Evidence requirements

1.1 Māori frameworks are described in terms of learner needs and how they inform own literacy and numeracy teaching practice.
1.2 Pasifika frameworks are described in terms of learner needs and how they inform own literacy and numeracy teaching practice.

**Outcome 2**

Plan the application of Māori and Pasifika frameworks to own adult literacy and numeracy teaching practice.

**Range**

- Māori and Pasifika learning activities and resources;
- Delivery across a training or an educational programme;
- Delivery of teaching and learning sessions;
- Evidence of three teaching and learning sessions.

**Evidence requirements**

2.1 The planned application of Māori and Pasifika frameworks to own adult literacy and numeracy teaching practice addresses the demands and needs of the learners.

**Outcome 3**

Apply Māori and Pasifika frameworks to own adult literacy and numeracy teaching practice.

**Range**

- Evidence of a minimum of three sessions, with a minimum of one Māori learner, one Pasifika learner.

**Evidence requirements**

3.1 Planned Māori frameworks are applied to own adult literacy and numeracy teaching practice to meet learner needs, with specific reference to Māori learners.

3.2 Planned Pasifika frameworks are applied to own adult literacy and numeracy teaching practice to meet learner needs, with specific reference to Pasifika learners.

**Outcome 4**

Review application of Māori and Pasifika frameworks within own adult literacy and numeracy teaching practice.

**Evidence requirements**

4.1 Effectiveness of teaching strategies and learning activities with reference to Māori and Pasifika frameworks, teaching methodologies and learning environments are evaluated to inform future delivery and own professional development.
Range

evaluation may include but is not limited to – cultural affirmation, relevance, pace, multi-sensory activity, candidate’s own literacy, numeracy and Māori and Pasifika pronunciation; learning environments may include but are not limited to – venue, context, wānanga, classroom, teaching space; evidence of a minimum of three teaching and learning aspects, within a minimum of two learning environments, one Māori, one Pasifika.

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<th>Replacement information</th>
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<tbody>
<tr>
<td>This unit standard replaced unit standard 21192.</td>
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<td>This unit standard and unit standards 29622, 29623, 29624, and 29625 replaced unit standard 21204.</td>
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<td>31 December 2021</td>
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<th>Status information and last date for assessment for superseded versions</th>
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<td><strong>Process</strong></td>
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<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 [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.