Title | Plan and facilitate literacy and numeracy skills development to meet the needs of individual adult learners
---|---
Level | 5
| Credits | 10

**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 plan the application of adult literacy and numeracy teaching strategies and associated activities that address individual learner needs and the demands of their learning contexts, and facilitate literacy and numeracy skills development for individual 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; 29626, Describe issues and theories that relate to adult literacy and numeracy; and 29627, Design strategies to address adult literacy and numeracy demands and learner strengths and needs; or demonstrate equivalent skills and knowledge.

**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.
For the purposes of outcome one, **learner strengths, needs and goals** refer to those identified in 29627, *Design strategies to address adult literacy and numeracy demands and learner strengths and needs.*

4 References


5 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).

6 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.

7 Definitions

**Candidates** refers to those people who are undertaking assessment against this unit standard.  
**Diagnostic** (assessment) 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.  
**Learning outcomes** refers to those outcomes informed by assessment results and agreed by stakeholders, which include but are not limited to learner and candidate.  
**Pasifika** refers to a diverse group of Pacific nations including Samoa, Tonga, Cook Islands, Tokelau, Niue, Fiji and Tuvalu.  
**Teaching strategies** refers to an approach that develops learners’ knowledge, skills and awareness e.g. questioning.  
**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 the application of adult literacy and numeracy teaching strategies and associated activities that address individual learner needs and the demands of their learning contexts.

Range plan includes – learning outcomes, sequence of activities, strategies and activities, resources, learner engagement and teacher-learner relationship, assessment, evaluation; evidence of three sets of strategies and activities for each of three learning contexts, one of literacy, one of numeracy and one other – total of nine.

Evidence requirements

1.1 Learning outcomes, negotiated with individual learners, address learner literacy and numeracy strengths, needs and goals.

1.2 Literacy and numeracy strategies are selected to address the identified needs of individual learners and the demands of their contexts.

1.3 Planning is informed by literacy and numeracy frameworks and concepts.

Range literacy and numeracy frameworks include but are not limited to – Learning Progressions for Adult Literacy, Learning Progressions for Adult Numeracy; and may include but are not limited to – Māori and Pasifika frameworks and concepts.

1.4 Planning involves consideration of learner-centred adult teaching methods and principles.

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

Outcome 2

Facilitate literacy and numeracy skills development for individual adult learners.

Range evidence of four sets of strategies and activities, including literacy and numeracy, for each of the two contexts – total of eight; a minimum of two individual adult learners.

Evidence requirements

2.1 The literacy and numeracy teaching strategies and activities used respond to the variety of learner skills and needs identified in diagnostic and/or formative assessment.
2.2 The literacy and numeracy teaching strategies and activities used are informed by learner-centred adult teaching methods and principles.

2.3 Modifications to literacy and numeracy teaching and learning during facilitation are made to address the on-going needs of learners.

2.4 The effect of literacy and numeracy teaching strategies and learning activities is evaluated to inform future delivery and candidate’s own professional development.

**Replacement information**

This unit standard replaced unit standard 21197 and unit standard 21200.

**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


**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.