<table>
<thead>
<tr>
<th>Title</th>
<th>Plan and facilitate literacy and numeracy skills development to meet the needs of adult learner groups</th>
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<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 plan the application of literacy and numeracy teaching strategies and associated activities for adult learner groups, and facilitate literacy and numeracy skills development.

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. For the purposes of outcome 1, learner strengths, needs and goals refer to those identified in unit standard 29627, Design strategies to address adult literacy and numeracy demands and learner strengths and needs.
3 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.

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 the Health and Safety at Work Act 2015, Privacy Act 1993, Human Rights Act 1993, and Copyright Act 1994, and any subsequent amendments.

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

6 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.

Outcomes and evidence requirements

Outcome 1

Plan the application of literacy and numeracy teaching strategies and associated activities for adult learner groups.

Range plan includes – learning outcomes, sequence of activities, strategies and activities, resources, group engagement and dynamics, assessment, evaluation;
evidence of four sets of strategies and activities, including literacy and numeracy for each of two contexts – total of eight.

Evidence requirements

1.1 Learning outcomes negotiated with the groups address learner literacy and numeracy strengths, needs and goals.
1.2 Literacy and numeracy strategies are selected to address the identified needs of adult learner groups and the demands of the learning 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, group learning, individual learning, modelling, action-focussed learning.

**Outcome 2**

Facilitate literacy and numeracy skills development for adult learner groups.

Range evidence of four sets of strategies and activities, including literacy and numeracy for each of two contexts – total of eight; a minimum of two groups of adult learners, consisting of three or more people in each group.

**Evidence requirements**

2.1 The teaching strategies and activities used respond to the variety of learner skills and needs identified in diagnostic and/or formative assessment.

2.2 The teaching strategies and activities used are informed by learner-centred adult teaching methods and principles.

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

2.4 The effect of 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 21198.

**Planned review date**

31 December 2021
Status information and last date for assessment for superseded versions

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<th>Process</th>
<th>Version</th>
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<td>Registration</td>
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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.