<table>
<thead>
<tr>
<th>Title</th>
<th>Evaluate own adult literacy and numeracy practice and share with other professionals</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, in the context of adult literacy and numeracy education: evaluate their own facilitation of teaching and learning, and assessment processes; set goals to improve own professional practice in facilitation and assessment; and contribute to a community of professional 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*;
- 29625, *Use assessment to strengthen adult literacy and numeracy teaching and learning*;
- 29626, *Describe issues and theories that relate to adult literacy and numeracy*;
- 29627, *Design strategies to address adult literacy and numeracy demands and learner strengths and needs*;
- 29628, *Apply Māori and Pasifika frameworks to own literacy and numeracy teaching practice*;
- 29629, *Plan and facilitate literacy and numeracy skills development to meet the needs of individual adult learners*;
- 29630, *Plan and facilitate literacy and numeracy skills development to meet the needs of adult learner groups*; and
- 29631, *Design adult literacy and numeracy contextualised assessments and processes; 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 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 the Vulnerable Children Act 2014, and any subsequent amendments.

3 References
Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008),
Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008),
and supporting professional development resources.
Wellington: Ako Aotearoa & Ministry of Education,

4 Definitions
Best practice is existing practices that already possess a high level of widely agreed effectiveness.
Candidate refers to the person who is 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.
Contribution to a community of professional practice is the sharing of own insights and interacting with others with regards to best practice in adult literacy and numeracy education.
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.
Summative (assessment) refers to an assessment done at the end of an identified group of learning activities to establish learner achievement and to inform programme development.
Supervisor refers to the person who has management or an assessment role in relation to the candidate.

Outcomes and evidence requirements

Outcome 1
Evaluate own facilitation of adult literacy and numeracy teaching and learning in collaboration with learners and supervisor.

Range includes evaluation of facilitation of teaching and learning with groups and individuals.
Evidence requirements

1.1 Learning outcomes, teaching strategies, learning activities, and resources are evaluated to achieve individual and group learning goals and objectives to inform future practice.

1.2 Teacher management as it relates to the changing needs of the learner(s) is evaluated to inform future practice.

Outcome 2

Evaluate own adult literacy and numeracy assessment processes.

Range assessment processes include but are not limited to – diagnostic, formative, summative.

Evidence requirements

2.1 Assessment processes are evaluated to inform future assessment practice.

Outcome 3

Set goals to improve own professional practice in adult literacy and numeracy facilitation and assessment.

Evidence requirements

3.1 Strengths and areas for improvement are identified in accordance with results of evaluation.

3.2 Strengths and areas for improvement are identified in comparison with national and international contemporary best practice in adult literacy and numeracy education.

3.3 Identification of strengths and improvements inform planning for candidate’s professional development and the setting of professional development goals.

Range professional development goals may include but are not limited to – candidate’s own literacy and numeracy skills development and engagement with learners’ diverse cultures; a minimum of three goals.

Outcome 4

Contribute to an adult literacy and numeracy education community of professional practice.
Evidence requirements

4.1 Contribution to a community of practice assists in the achievement of candidate’s professional development goals and improving adult literacy and numeracy education.

Range: contribution may include but is not limited to – delivering a workshop or presentation.

| Planned review date | 31 December 2021 |

Status information and last date for assessment for superseded versions

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<tr>
<th>Process</th>
<th>Version</th>
<th>Date</th>
<th>Last Date for Assessment</th>
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<tr>
<td>Registration</td>
<td>1</td>
<td>15 September 2016</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.