

Title	Use adult teaching and learning theories and frameworks to facilitate adult learning sessions		
Level	5	Credits	20

Purpose	<p>People credited with this unit standard are able to:</p> <ul style="list-style-type: none"> • demonstrate knowledge of adult teaching and learning theories and frameworks in New Zealand • facilitate designed adult learning sessions. • evaluate effectiveness of learning sessions. <p>This unit standard has been developed as part of a recommended pathway to the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993].</p>
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Classification	Adult Education and Training > Delivery of Adult Education and Training
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Available grade	Achieved
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Guidance Information

1 Range

Evidence of facilitating four different learning sessions is required for this unit standard. Each learning session must be at least 30 minutes duration. The four different learning sessions must cover a minimum of six individual adult learners between them.

Theories may include but are not limited to neural pathways theory, behaviourism, cognitivism, social constructivism, experiential learning theory, technology enhanced learning.

2 The learning session design referred to in this standard may come from that designed for Unit 29689, *Design and prepare adult learning sessions for a variety of contexts*.

3 Candidates must act professionally, ethically, and with culturally appropriate educational practices 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 2020,
 Human Rights Act 1993,
 Copyright Act 1994,
 Children's Act 2014,
 and any subsequent amendments.

4 Definitions

Adult teaching and learning theories refer to models and philosophies that create positive learning environments for adults in different learning contexts. Different learning contexts may refer to different physical settings (including workplace/industry specific), approaches to facilitation, or learner profile.

Candidate is the person who is being assessed against this standard.

Effective learning interactions involve learners actively participating, collaborating, and interacting in the learning session. They are distinctive from presentations in that learning is facilitated through interaction.

Facilitating adult learning at Level 5 involves the creation of effective learning interactions where learners will be actively participating, collaborating, and interacting within the learning session.

To embed *literacy and numeracy* refers to the explicit teaching and learning of literacy and numeracy within the context and tasks within another, usually vocational, subject or skill e.g. teaching quantities to painters.

Learner is the person who the candidate is providing learning opportunities for.

Engaging learning sessions means that a positive, culturally appropriate, and inclusive learning environment is created and maintained through building, managing and monitoring effective learning interactions.

Learning session is a learning event that can be part of a course or workplace learning, but has its own internal coherence in terms of outcomes and subject matter coverage, and is sufficiently discrete to be able to stand on its own.

Mana refers to the unique characteristics of adult learners as individuals and what they bring to their learning, including literacy and numeracy skills.

Stakeholders refer to learners, as well as the tutor, provider, and/or client organisation(s).

Teaching and learning frameworks are research-informed models for course design that help facilitators align learning goals with activities, create motivating and inclusive environments, and integrate assessment into learning.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of adult teaching and learning theories and frameworks in New Zealand.

Performance criteria

- 1.1 A range of adult teaching and learning theories and frameworks, including Māori and Pasifika learning frameworks, and the Learning Progressions for Adult Literacy and Numeracy, are compared and contrasted in relation to different learning contexts and diverse learners.

Range	a minimum of three adult teaching and learning theories; frameworks may include – workplace/industry specific, international frameworks relevant to the context. Māori learning frameworks may include Te Whare Tapa Whā, Te Tauāki Ako, Te Kaupapa Maori, and Te Ranga. Pasifika learning frameworks may include Fonofale, Kakala, and Founa Ako.
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- 1.2 Embedding of literacy and numeracy into learning sessions is described in relation to the Learning Progressions for Adult Literacy and Numeracy framework.

Outcome 2

Facilitate designed adult learning sessions.

Performance criteria

- 2.1 Learning sessions are designed and facilitated in accordance with adult teaching and learning theories and frameworks and diversity of learners.
- 2.2 Learning sessions and assessment are facilitated in support of the learning outcomes and in line with the design of the learning sessions.
- 2.3 A variety of facilitation strategies and appropriate technologies and resources are used to facilitate engaging learning sessions.
- 2.4 Literacy and numeracy activities and resources embedded in the learning sessions are aligned to the learners' needs and the learning session content.
- 2.5 Facilitation strategies are adapted to environment, conditions and context.
- 2.6 Facilitation of learning is contextualised and promotes transferability to different environments.
- 2.7 Critical thinking, and problem solving are promoted in ways that enable development of learner independence.

Outcome 3

Evaluate effectiveness of learning sessions.

Range evaluation includes collaboration with stakeholders.

Performance criteria

- 3.1 Review tools are used to confirm effectiveness of learning session design and facilitation strategies, including learner achievement of learning outcomes; assessment methods; content; resources; and activities.

Range review tools may include but are not limited to – questionnaire, stakeholder feedback, self-evaluation, focus group, observation, moderation reports, evidence of at least three different review tools is required; effectiveness of facilitation may include –transferability and repeatability of skills.

- 3.2 Improvements for future learning sessions are planned that reflect the analysis of evaluation findings.

Planned review date	31 December 2027
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 January 2017	31 December 2023
Review	2	30 June 2022	N/A

Consent and Moderation Requirements (CMR) reference	0045
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council info@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.