Title	Design embedded adult literacy and numeracy learning in the facilitation of a training or education programme

Level	5	Credits	15

Purpose	This unit standard is for education practitioners who want to develop the literacy and numeracy skills of adult learners by embedding those skills into community, vocational or workplace programmes.

People accredited with this unit standard are able to:
* describe established adult literacy and numeracy definitions and frameworks, and factors associated with low levels of adult literacy and numeracy;
* describe a learner-centred adult teaching environment within an adult literacy and numeracy cultural context to inform the design of strategies to embed literacy and numeracy;
* map demands of a training or education programme to adult literacy and numeracy frameworks;
* identify literacy and numeracy strengths, needs and goals of adult learners in a training or education programme;
* select strategies to embed literacy and numeracy teaching and learning with respect to learner needs and specific mapped demands.

This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) [Ref: 2754].

Classification	Adult Education and Training > Adult Literacy and Numeracy Education

Available grade	Achieved

Guidance Information

1   A training or an education programme refers to a sequence of lessons with agreed outcomes and timeframes that covers teaching, learning, facilitation and assessment strategies to meet the literacy and numeracy needs and development of the adult learners. It is a programme with actual learners for which the candidate for this unit standard is responsible. Such a programme may be vocational and may take place in the workplace. It excludes a specialist literacy, numeracy and/or ESOL (English for Speakers of Other Languages) programme.

2 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.

3 References
Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008),
Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008),
available at https://tec.govt.nz/.

4 Definitions
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.
Embedded adult literacy and numeracy refers to teaching and learning of adult literacy and numeracy within the context and task of another subject or skill e.g. panel-beating.
Kaitiakitanga refers to the practical doing; and rules and tikanga of adult literacy and numeracy education.
Kōrero refers to speaking.
Learner agency refers to learning that involves the activity and the initiative of the learner, rather than inputs being transmitted to the learner from the teacher, the curriculum, and the resources.
Learners refers to those people receiving embedded adult literacy and numeracy education.
Mana ao tūroa refers to strengthening abilities, manipulating the environment to suit personal strengths and situations, exploration.
Mana atua refers to spirit/spirituality, well-being, sacred power of the 'Gods'.
Mana reo refers to the power or authority of language and communication, as the life force of mana Māori.
Mana tangata refers to identity; individual cultures; the power an individual gains through their abilities, efforts, taking advantage of all opportunities, and contributing to others.
Mana whenua refers to the power of the land, importance, beliefs, and belonging.
Pasifika refers to a diverse group of Pacific nations including Samoa, Tonga, Cook Islands, Tokelau, Niue, Fiji and Tuvalu.
Strategies refers to teaching approaches that develop learners' knowledge, skills and awareness. The application of strategies requires the critical consideration of what literacy and numeracy to teach, and how to contextualise it in a programme or training.
Tino rangatiratanga refers to determination by Māori of issues that impact on Māori; the learners' right to define their powers of decision-making, leading to their independence.
Titiro refers to looking, and observing.

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.

Whakapapa refers to genealogy, history, or stages of development. It gives a feeling of belonging, security and value.
Whakarongo refers to listening.
Whanaungatanga refers to nation, society, community, and relationships.

Outcomes and performance criteria

Outcome 1

Describe established adult literacy and numeracy definitions and frameworks.

Performance criteria

1.1   Established adult literacy and numeracy definitions; including those from Te Ao Māori and Pasifika, and of literacy, numeracy, and embedded literacy and numeracy; are described in terms of relevance to own context.

1.2   Established adult literacy and numeracy frameworks; including those from Te Ao Māori, Pasifika, *Learning Progressions for Adult Literacy*, and *Learning Progressions for Adult Numeracy;* are described in terms of purpose, content, and relevance to own training or education programme.

        Range   may also include youth.

Outcome 2

Describe factors associated with low levels of adult literacy and numeracy

Performance criteria

2.1   Three factors associated with low levels of adult literacy and numeracy in Aotearoa New Zealand, including the impact of colonisation in Aotearoa New Zealand, are described in terms of their impact on individual learners and the wider New Zealand context.

Outcome 3

Describe a learner-centred adult teaching environment within an adult literacy and numeracy cultural context to inform the design of strategies to embed literacy and numeracy.

Performance criteria

3.1   A learner-centred adult teaching environment is described in terms of adult teaching concepts and approaches relevant to own context to inform the design of strategies to embed literacy and numeracy.

         Range   concepts and approaches may include but are not limited to – whakapapa, ako, whanaungatanga, kaitiakitanga, tuakana-teina, mana ao tūroa, mana atua, mana whenua, mana tangata, mana reo, tino rangatiratanga, kōrero, titiro, whakarongo, group learning, individual learning, modelling, active learning, learner agency.

Outcome 4

Map demands of a training or education programme to literacy and numeracy frameworks.

Performance criteria

4.1   Literacy and numeracy demands mapped to applicable strands and progressions of the *Learning Progressions for Adult Literacy* and the *Learning Progressions for Adult Numeracy* are sufficient to inform the facilitation of workplace training or a vocational programme.

         Range   evidence of two literacy, two numeracy demands.

4.2   Selected samples of literacy and numeracy mapped to the applicable koru/steps of the *Learning Progressions for Adult Literacy,* the *Learning Progressions for Adult Numeracy* are sufficient to inform the facilitation of workplace training or a vocational programme.

         Range   samples that demonstrate evidence of two literacy, two numeracy demands.

Outcome 5

Identify literacy and numeracy strengths, needs and goals of adult learners in a training or education programme.

Range   identification of strengths and context include referencing to – the strands and progressions of *Learning Progressions for Adult Literacy*, *Learning Progressions for Adult Numeracy*.

Performance criteria

5.1   Learner strengths and needs are identified in relation to the mapped demands of a training or education programme.

5.2   In collaboration with learners, goals are determined in relation to their identified literacy and numeracy strengths and needs.

Outcome 6

Select strategies to embed literacy and numeracy teaching and learning with respect to learner needs and specific mapped demands.

Performance criteria

6.1 Strategies selected to embed literacy and numeracy are informed by established frameworks relevant to Aotearoa New Zealand's unique contexts, and adult teaching approaches.

Replacement information	This unit standard replaced unit standards 29622 and 29623.

Planned review date	31 December 2027

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	30 June 2022	N/A

Consent and Moderation Requirements (CMR) reference	0045

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.