

Adult Literacy and Numeracy Effective Practice Model

An aspirational model for adult literacy
and numeracy practitioners

SUMMARY



Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
Building educational capability
for learner success

Ako
AOTEAROA

Foreword

Ka pū te ruha, ka hao te rangatahi | As an old net withers, another is woven

Following a review of foundation-level capability building in 2017, the Tertiary Education Commission (TEC) contracted Ako Aotearoa to develop a new model for foundation-level capability building that would create greater cohesion between adult literacy and numeracy tools, resources and professional learning and development offerings, while also building cultural capability to achieve parity in achievement for Māori and Pacific learners.

Work began in early 2018 and involved Ako Aotearoa's Adult Literacy, Numeracy and Cultural Capability (ALNACC) team consulting widely with the foundation sector, and also gaining valuable input from representatives through an Advisory Group and Sector Expert Group. The result is a comprehensive and cohesive package of evidence-based models and frameworks to support the objective.

We are very proud to present this package to you. It incorporates professional standards and the provision of professional learning and development that leads to professional recognition against these standards.

Key features of the new model are the integration of adult literacy and numeracy development with cultural capability, the facilitation of communities of professional learning, and sustained engagement in professional learning and development to enhance capability and provide tangible measures of quality for practitioners and organisations.

Ako Aotearoa is committed to delivering consistently high-quality support for the

foundation education sector and building educational capability. We aim to do this by providing you with the best possible professional learning and development opportunities that are targeted to your needs and those of your organisation.

We'd like to introduce you to Ako Aotearoa's ALNACC team responsible for the development of this new model:

- Helen Lomax – Contract Manager
- Annette van Lamoen – Contract and Project Lead, Professional Learning and Development Model
- Dr Joe Te Rito and Graeme Smith – Project Co-Leads, Foundation Learning Professional Standards – Tapatoru
- Dr Damon Whitten – Project Lead ALN Effective Practice Model
- Dr Mei Winitana – Project Lead/ Kaiwhakahaere Māori, Foundation Learning Professional Standards and Professional Learning for Māori
- Pale Sauni – Senior Strategic Adviser for Pacific Peoples, Foundation Learning Professional Standards and Professional Learning for Māori
- Kolose Lagavale – Professional Learning Adviser Pacific Peoples
- Benita Tahuri – Professional Learning Adviser Māori



Helen Lomax

Director | Tumuaki

Ako Aotearoa

What are we trying to do?

We are supporting low-skilled adults to develop the literacy and numeracy skills they need to fulfil their potential, complete qualifications, engage in lifelong learning, and gain meaningful employment. The most effective way to do this is to provide learners with highly trained, effective practitioners.

Develop a world-class model for adult literacy and numeracy practitioners...

The ALN Effective Practice Model answers the question: What skills, knowledge, and understandings do the *very best* practitioners have, and how do they use these in their practice?

...to support world-class literacy and numeracy skills

Great practitioners are those that continually strive to improve their teaching skills by identifying areas for development, engaging regularly with professional development, implementing new practices, innovating, trialling new ideas, evaluating, and continually enhancing their practice.

Simply put, great adult literacy and numeracy practitioners are those dedicated to mastering their art, improving weak points, and developing strengths, for the purpose of more effectively impacting the lives of adult learners.



How the model works

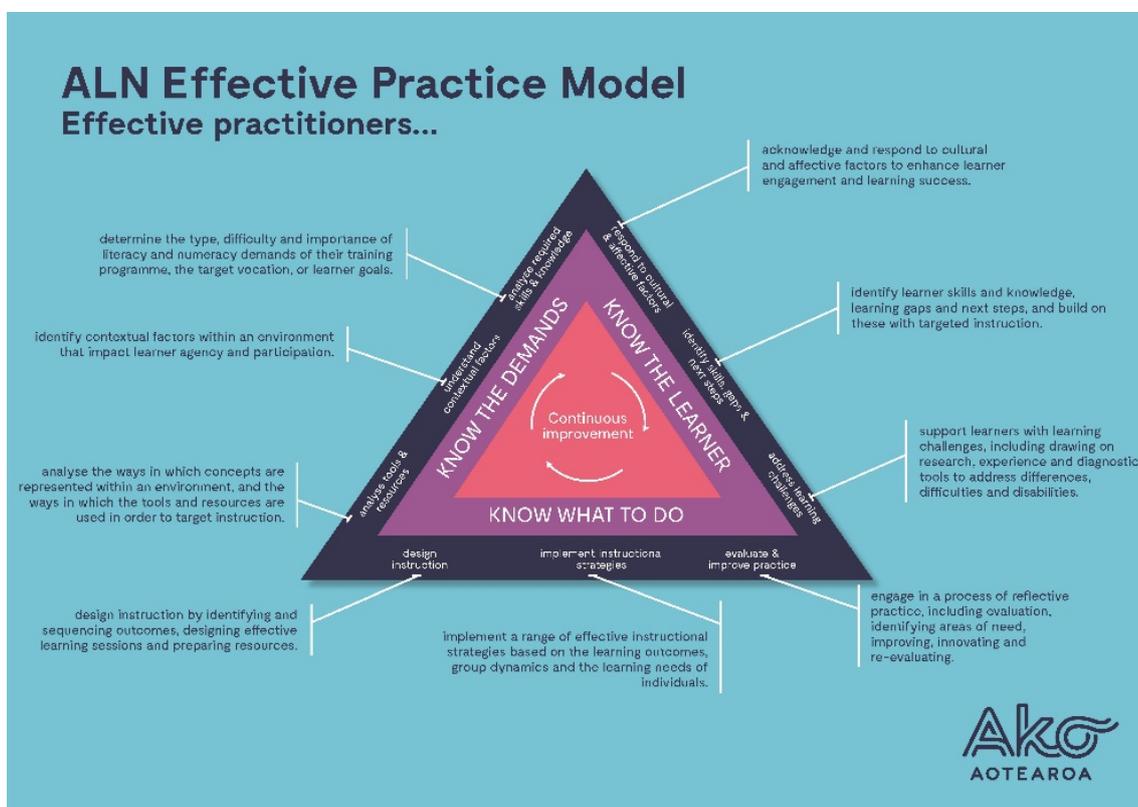
The model supports a three-step process of organising literacy and numeracy delivery: **Know the learner**, **Know the demands**, and **Know what to do**. While this process will seem familiar to many, these three domains continue to provide a solid foundation for quality literacy and numeracy delivery. Practitioners are encouraged to develop their skills in self-identified areas of need, and then continue to upskill themselves by seeking to strengthen and balance their skills across all domains.

The model also informs the design and development of professional development by outlining the required content and then providing opportunities for practitioners to access the content.

What's new?

The model builds on the three-step process described in the Adult Learning Progressions by expanding each of the domains into three specialised content areas.

The content areas represent the next step towards advancing literacy and numeracy delivery, culturally responsive pedagogies, assessment practices, and instructional design, to name a few.



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Know the learner

Who are we seeking to support? An incredibly diverse group of adults! They come from different cultures and backgrounds, may have had difficult learning experiences, and potentially have real challenges when it comes to learning in general or developing reading, numeracy, or writing skills.

Understanding the learner is central to effective practice and is expanded into three content areas.



Cultural and affective aspects

Effective practitioners understand that learners must be able to bring themselves fully into the learning environment. Cultural alignment is essential for sharing success across all learners, specifically the vibrant and growing Māori and Pacific demographic.

Effective practitioners pro-actively cultivate authentic and meaningful relationships, remove learning barriers, and develop learners' beliefs about themselves as successful learners.

Skills and knowledge

Learner success is built on a foundation of diagnostic, formative, and summative assessment. Effective literacy and numeracy practitioners use these to identify learners' skills and knowledge, learning gaps and next steps, and then build on these with targeted instruction.

Learning challenges

Effective literacy and numeracy practitioners draw on research, tools, and experience to diagnose, plan, and act to address the learning needs of adults with learning challenges.

Know the demands

What are we trying to achieve? We are developing the specific literacy and numeracy skills learners need to ensure they complete their programmes, confidently perform all required tasks within their chosen employment, adapt successfully to change, and continue to engage in upskilling opportunities throughout their lives. To be successful, we need to know what specific skills learners require to thrive in a given environment, what the barriers or challenges to their learning may be, and what tools and resources they need to use.

Understand contextual factors

Understanding the context within which a learner operates is integral to their success, because it influences the conditions and opportunities available to apply and improve their skills. Contextual factors may include cultural aspects, time pressures, informal or formal responsibilities, and specific vocabulary or language use. Effective practitioners identify important contextual factors and build in strategic responses.

Analyse skills and knowledge

In most cases, adult literacy and numeracy provision in Aotearoa New Zealand is not a process of re-schooling. Rather, it is built upon the careful analysis of the specific literacy and numeracy skills required to operate competently in a target environment, such as a vocation or workplace. Effective practitioners identify and prioritise these demands and use them as the basis for learning plans.

Analyse tools and resources

Vocations and workplaces use diverse concepts, tools, and resources within their day-to-day practice and learning processes that need to be incorporated into provision. Effective practitioners analyse how concepts are represented and how tools and resources are used, and build these into their provision.

Know what to do

What needs to happen to develop learners' literacy and numeracy skills? A little bit of science, a little bit of art, and a little bit of magic. Great delivery is built upon a foundation of instructional design, innovation, creativity, evaluation, and continuous improvement.

Design instruction

Science and art combine during the design and planning phase of delivery. Effective practitioners design instruction by identifying and sequencing outcomes, designing effective and engaging learning sessions, and preparing resources that support and advance learning.



Implement instructional strategies

The magic occurs in the act of teaching. ALN instruction is a dynamic interplay of ideas, surprises, challenge, and delight. To achieve this, effective practitioners implement a range of instructional strategies based on learning outcomes, group dynamics, and the learning needs of individuals.

Evaluate and improve practice

Practitioners *become* effective by engaging consistently in a process of reflective practice, including evaluation, the identification of areas of need, informed innovation, re-evaluation, and further improvements.

A more comprehensive version of ALN Effective Practice Model is available on the Ako Aotearoa website. The comprehensive version also includes a full reference list.

ALN Effective Practice Model

Effective practitioners...

