

➤ Adult Literacy and Numeracy Education

Diploma in Education / Postgraduate Diploma in Education

The programmes

- » Diploma in Education (Adult Literacy and Numeracy Education)
- » Postgraduate Diploma in Education (Adult Literacy and Numeracy Education)

Who are these programmes for?

A large number of educators are involved in improving the literacy and numeracy skills of adults in the workforce or those near work, in a range of different contexts: ITPs (Institutes of Technology and Polytechnics), Wānanga, Private Training Establishments (PTEs), Industry Training Organisations (ITOs), and workplaces. The qualifications are for educators interested in improving their knowledge and practice while gaining a qualification.

Why these programmes?

Recent government policy has emphasized the need for the development of literacy and numeracy skills in the adult workforce. It has also highlighted the importance of professionalisation of adult literacy and numeracy educators.

These specialist programmes are designed to meet the goals of adult educators by providing two entry points: the Diploma in Education (at an undergraduate level); and the Postgraduate Diploma in Education. The Waikato University Diploma (ALNE) can be used to build on the National Certificate in Adult Literacy and Numeracy Education and/or extend other professional development, such as that offered through the *National Centre of Adult Literacy and Numeracy for Adults*, which is also part of the Faculty of Education. The Postgraduate Diploma offers specialisation in Adult Literacy and Numeracy Education beyond the undergraduate level.



Contact Information

Course planning:

Dr Judy Hunter
(ALNE Diploma Programme Coordinator)
Email: jmhunter@waikato.ac.nz

Enrolment:

Sylwia Rutkowska (Postgraduate Administrator)
Email: educ_grad@waikato.ac.nz

Academic pathways: Adult Literacy and Numeracy Education (ALNE)

University of Waikato Qualifications → → → → → → → → → → → → → → → →

Previous Qualification

National Certificate (ALNE)

Gives 25 points credit at 100 level for entry towards a →

DipEd (ALNE) (120 points total)

Include three 300 level papers with a B+ average for entry towards a →

PGDipEd (ALNE) (120 points at 500 level)

Four 30-point 500 level papers with at least a B average for entry towards a →

Master of Education (120 points at 500 level)

» a 90-point thesis +
» a 30-point 500 level paper* or
» a 120-point thesis*
with at least a B+ average for entry towards a →

(*Pre-requisite DSOE557 Educational Research Methods)

Doctor of Education (EdD)

or

Doctor of Philosophy (PhD)

Dip(Ed) - Adult Literacy & Numeracy Education

To complete the Dip(Ed) with a specialisation in Adult Literacy and Numeracy Education students must take 120 points with at least 80 points at 200 level or above.

Compulsory:

ALED140 Working with Diverse Adult Learners: in Literacy and Numeracy (15pts)

This paper surveys the key factors in the prior knowledge, experiences, and contexts of adult learners that may impact on their literacy and numeracy development. It seeks to support tutors to assess learner needs, to diagnose the difficulties they have, and to plan a learning pathway that successfully addresses their goals.

Choose at least one of the following:

ALED240 Teaching Literacy to Adults (20pts)

This course is for tutors working with adults, aged 16 and over, who want to learn more about teaching literacy. It covers the teaching of decoding and comprehension, encoding and composing, the assessment of reading and writing, and how to go about embedding literacy. The course will give students the theoretical knowledge as well as the practical understanding of teaching adults to read and write, how to assess reading and writing, and practical strategies on how to embed literacy.

MSTE240 Teaching Numeracy to Adults (20 pts)

This paper is for tutors working with adults aged 16 years and over, who want to learn more about teaching numeracy. The course looks at the teaching and learning of numeracy/mathematics, including a focus on learning progressions in adult numeracy. The course will give students theoretical knowledge as well as practical understanding of teaching adults to make sense of and solve problems in mathematics/numeracy, ways to assess the numeracy knowledge and understanding of learners, and practical strategies for embedding numeracy learning into teaching.

Choose at least one of the following:

ALED324 Dyslexia (20 pts)

This paper is for educators working with readers of all ages experiencing reading difficulties, who want to know more about dyslexia ["dys" means difficulty and "lexia" means words]. In particular, this paper will give students theoretical knowledge and practical understanding of the nature of dyslexia, its diagnosis in children and adults, and how to teach dyslexics to read.

MSTE340 Numeracy Difficulties: Diagnosis and Remediation (20 pts)*

This paper is for numeracy educators and those working with learners of all ages experiencing difficulties in numeracy/mathematics. The paper critically examines research and theory on the causes of these difficulties, as well as focusing on the assessment, diagnosis and remediation of difficulties. *(BLK)

Plus further papers from the following list:

- HDCO100 Human Development (15 pts)
- HDCO201 Adult Development and Ageing (20 pts)
- HDCO210 The Teaching and Learning Process: Innovative Approaches (20 pts)
- PCSS231 Planning and Learning Opportunities for Adults (20 pts)
- PCSS330 Adults Learning for Life (20 pts)
- HDCO322 Motivation and Behaviour Difficulties: Methods and Strategies in Education (20 pts)

For further information see the *Catalogue of Papers on the University website* or contact the Faculty of Education.

Correct at time of publication April 2011.

PGDip(Ed) - Adult Literacy & Numeracy Education

To complete the PGDip(Ed) with a specialisation in Adult Literacy and Numeracy Education students must take 120 points at 500 level. (Include DSOE557 Educational Research Methods if intending to do thesis study)

Compulsory:

ALED525 The Context of Adult Literacy and Numeracy Learning (30 pts)

This paper supports adult literacy and numeracy educators to critically evaluate current approaches and policies in adult literacy and numeracy in New Zealand/Aotearoa and internationally, with a view to becoming a reflective practitioner and change agent in their institutions.

Plus 90 points from the following list:

ALED504 Reading Difficulties (30 pts)

This paper provides a critical examination of theoretical models of the reading process and the utility of associated procedures designed to evaluate, diagnose, and remediate reading problems.

ALED508 Adult Literacy at Work (30 pts)

This paper critically examines workplace-based adult literacy programmes, the policy context within which they are provided in Aotearoa/New Zealand and more widely, and the theoretical and research bases underpinning them. It enables an exploration of changing literacy practices within workplaces and the challenges of providing programmes, which address these practices.

ALED524 Language Knowledge for Teachers and Learners (30 pts)

This paper begins by rehearsing long-standing controversies over the place of grammatical knowledge in literacy education and in particular the relationship between the overt linguistic knowledge of both educators and learners and the effectiveness of reading and writing instruction. The focus of the paper is the educators' language knowledge and how this relates to effective literacy learning.

ALED551 Special Topic: Family and Community Literacies: Theories, Practices and Programmes (30 pts)

This paper critically explores perspectives on adult literacy through the constructs of the community, the family, intergenerational learning, well-being and social inclusion. The varying conceptions of literacy and theories of learning, community, and family that underpin international and Aotearoa New Zealand's approaches to policy and programmes are examined. Interpretations of the community, family/whānau, and literacy in Aotearoa New Zealand are explored from a cross-cultural perspective, as well as their implications for programme design, assessment, and evaluation.

MSTE501 Mathematics Education (30 pts)

This paper is designed to enable educators to develop their mathematics teaching with learners of all ages. It combines a mixture of university workshops and guided classroom-based research. The paper will involve discussion of mathematical activities and pedagogical issues arising from them. The paper also surveys a range of alternative research perspectives in mathematics education and seeks to connect themes from this research to issues being encountered by educators in their everyday work.

MSTE502 Acquiring Numeracy: How Thinking Develops (30 pts)

This paper looks at how learners' thinking becomes increasingly sophisticated as their mathematical understanding grows. A particular focus of the paper is on learning progressions in numeracy and the use of diagnostic interviews to explore various aspects of learners' mathematical thinking and understanding.

MSTE504 Numeracy Difficulties: Issues and Practice (30 pts)

This paper is for numeracy educators and those working with learners of all ages experiencing difficulties in numeracy/mathematics. The paper critically examines research and theory on the causes of these difficulties, as well as focusing on the assessment, diagnosis and remediation.