

Table: Embedded Literacy and Numeracy (ELN) Practices

Whole organisation components	ELN practice components	Emergent embedded practice includes:	Partial embedded practice includes:	Mature embedded practice includes:
Teaching, learning and assessment	Use of Learning Progressions	Using the Learning Progressions to inform teaching and learning practice.	Using the Learning Progressions to map programmes and courses and to inform teaching and learning programmes.	Literacy & numeracy demands of all NZQF Level 1 – 3 programmes and courses are well documented and written in terms of the Learning Progressions.
	Use of Assessment Tool	Using the Assessment Tool pre- and post-programme at the learner level to inform teaching and learning programmes or individual learning plans.	Using the Assessment Tool pre- and post-programme at the learner level to inform teaching and learning programmes and individual learning plans; engage learners with results; monitor learner progress; report to other relevant staff.	Using the Assessment Tool pre- and post- programme at the learner level to inform teaching and learning programmes and individual learning plans; engage learners with results; monitor learner progress; report to other relevant staff.  Using the Assessment Tool information at the organisational level to improve ELN practice and learner success.
	ELN in vocational programmes and courses	Starting to embed literacy & numeracy into vocational programmes through a review and rewrite of course materials.	Progressing of embedding literacy & numeracy into vocational programmes through a review and rewrite of most course materials and provision of some professional development to staff.	Embedding literacy & numeracy into vocational programmes is evident in course materials, teaching and learning practice, and self-evaluation processes for ELN quality.
Human resources and professional learning	Professional Development and extent of literacy & numeracy qualifications	Some vocational teaching staff either have or are working towards literacy & numeracy qualifications. Some staff have attended professional development.	At least half of all vocational teaching staff either have or are working towards literacy & numeracy qualifications. Most staff attend continuing professional development for ELN. Recruitment and staff training policies require qualified literacy & numeracy staff.	Majority of vocational staff have or are working towards literacy & numeracy qualifications. (Within some TEOs this is an organisational requirement.) ELN is adequately resourced to support learning, teaching, resource development and on-going ELN development. The continuing professional learning programme ensures all staff understand the ELN strategy and have the necessary knowledge and skills to perform their roles. Continuing professional learning includes a variety of internal and external needs-based professional development.
Vision, aims and outcomes	Organisational approach to literacy & numeracy	No strategic approach to ELN at the organisational level.	Having ELN policies at the programme level. Using Assessment Tool results at programme level. Developing organisational awareness of ELN. Having quality ELN as 'business as usual' within programmes.	A written strategy describes the whole organisation's approach to ELN. An operational plan(s) with clear roles and responsibilities ensures implementation of ELN. A valid, consistent and transparent system in place to measure learners' literacy & numeracy progress includes using the Assessment Tool. Quality ELN is becoming 'business as usual' within the whole organisation. Staff contributing to the ELN knowledge base at regional/national level.