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# 7 Steps to Embedding Literacy & Numeracy (LN) in Apprenticeships

Trainer Handout – with Examples from Engineering Contexts

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## 1 Know the Demands

*What literacy & numeracy do the tasks/assessments require?*

- **Trade Example (SS40034 – Hazard Assessment):** Reading safety documentation, writing hazard descriptions, using a risk matrix (likelihood × consequence).
  - **Tutor Move:** Highlight the LN in the task — *“This risk matrix is numeracy in action — you’re weighing up probability and impact.”*
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## 2 Know the Learner

*What are their LN strengths & gaps?*

- **Trade Example:** Apprentice strong on tools but struggles writing ergonomic explanations in the assessment guide.
  - **Tutor Move:** Use oral check-ins or sentence starters before shifting to written form.
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## 3 Make it Visible

*Show learners where LN lives inside the mahi.*

- **Trade Example (US29650 – Powered Equipment):** Sequencing lockout–tagout steps → literacy (ordering instructions), numeracy (estimating servicing time).
- **Tutor Move:** Say out loud: *“This isn’t just safety — it’s also reading and sequencing skills. Let’s map the steps together.”*

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## 4 Scaffold the Skills

*Break big tasks into manageable steps.*

- **Trade Example:** Pre-start safety check list (PPE, guards, emergency stops).
- **Tutor Move:** Provide a checklist with visuals/icons; model one item, then have apprentices complete the rest.

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## 5 Use Real Contexts

*Anchor LN practice in authentic engineering jobs.*

- **Trade Example:** Calculating decibels (noise exposure) or rating hazard severity in the workshop.
- **Tutor Move:** Compare PPE choices using real gear: “Which earmuffs are rated higher? What does that mean for your job?”

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## 6 Build Equity & Inclusion

*Adapt support for Māori, Pasifika, ESOL, and ND learners.*

- **Trade Example:** An apprentice with dyslexia needs to complete the hazard identification questions.
- **Tutor Move:** Allow voice-to-text, or use a structured oral response that can be written down by the assessor.

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## 7 Evaluate & Improve

*Check learning and refine your approach.*

- **Trade Example:** After hazard assessments, revisit: Did the apprentice's accuracy improve? Can they explain the "why" of their controls more clearly?
  - **Tutor Move:** Use a quick reflective question: "*What part of the task was easiest? Hardest? What should we practice next?*"
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## Key Message

LN is **already embedded in engineering tasks** — hazard assessments, safety checks, servicing equipment.

Your role is to:

- Make it visible.
- Scaffold it.
- Connect it directly to the trade.

That's how apprentices build both **trade competence** and **literacy/numeracy confidence**.

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