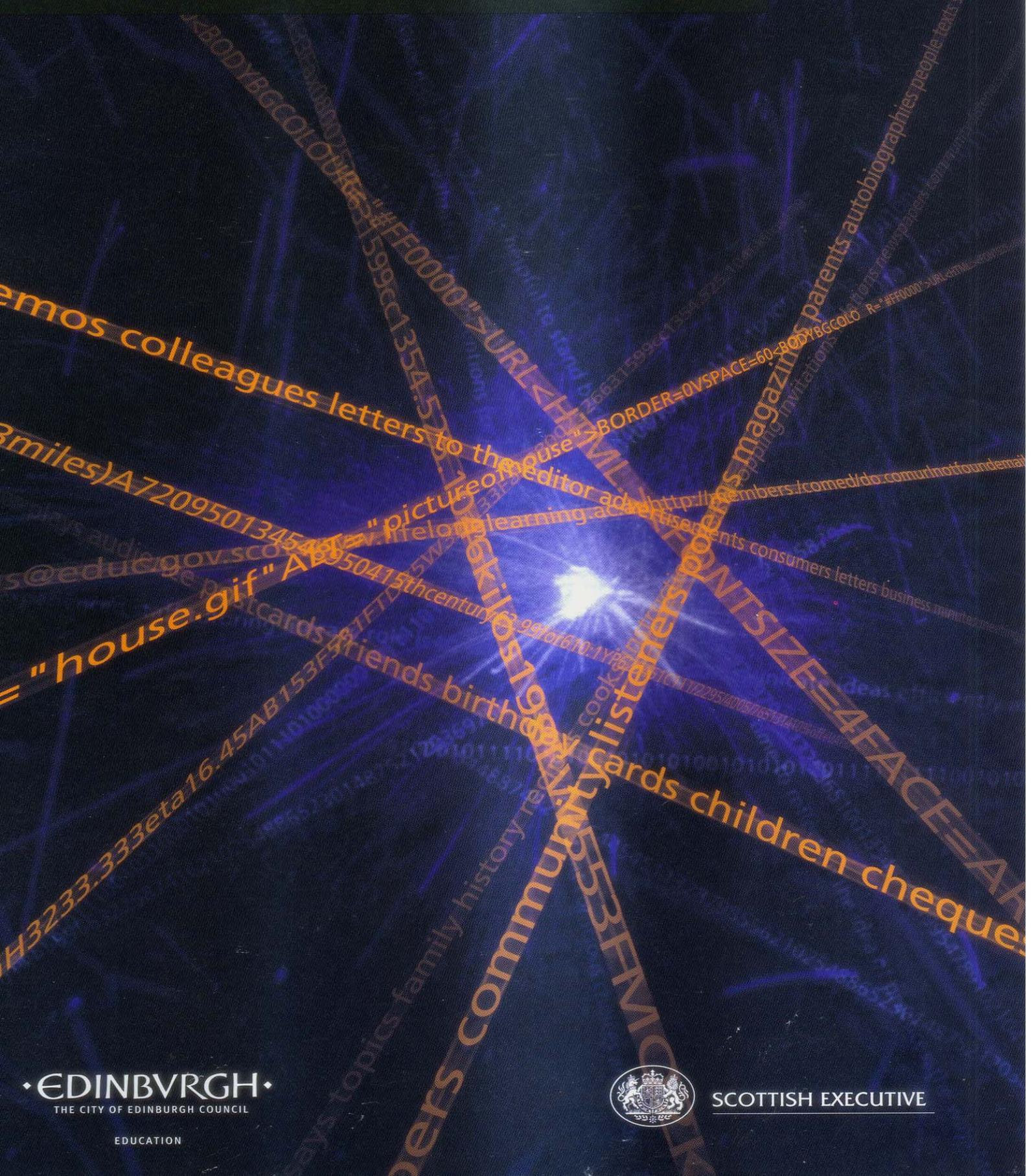


# LITERACIES IN THE COMMUNITY

resources for practitioners and managers



resources for practitioners and managers

These resources were originally produced by the National Development Project – Adult Literacies in Scotland.

This pdf version was created in 2008 and contains hyperlinks from the main contents pages to the relevant pages in each section. The page numbering is also different in places from the original printed version as blank pages in the original have been omitted.

First Published in 2000 by

The City of Edinburgh Council

Education Department

Wellington Court

10 Waterloo Place

Edinburgh

© The City of Edinburgh Council 2000

ISBN 1 902299 10 8

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## THE NATIONAL DEVELOPMENT PROJECT

The *Literacies in the Community Resources* were produced by a National Development Project — Adult Literacies in Scotland. This Project was commissioned and funded by the Scottish Executive and delivered by the City of Edinburgh Council.

The following National Development Project Papers, produced during the development of the Literacies in the Community Resources, can be downloaded from the Project website [www.scotlit.org](http://www.scotlit.org).

Project Paper 1 *Literacy and Community Education*: This discussion paper sets out a definition of literacy that is radically different from earlier ones that defined literacy as a single set of skills, which once learned, would sustain a person for the rest of his/her life. The paper proposes that being literate involves *a range of capabilities employed in diverse but equally significant contexts, using a variety of modes and codes, which emphasises the complex and dynamic relationship between the reader or writer, the text, the immediate and the broader social context.*

Project Paper 2 *Summary Adult literacy and Numeracy: A Survey of Programmes in Local Authorities and Colleges*: This summary document outlines the main findings and recommendations following the Project's survey of literacy provision made by local authorities, colleges of further education and voluntary organisations. The paper indicates that the quality and level of current provision cannot meet the learning needs of the large and diverse group of people who should be able to benefit.

## FOREWORD

It gives me great pleasure to commend the resource pack *Literacies in the Community* to all who will be involved in enabling adults to acquire the literacies necessary to be effective in their personal and family lives, to cope with changes in the workplace, and to contribute as active citizens to the development of Scotland.

Unfortunately, too many Scots are unable to realise their potential because their literacy skills are insufficiently well developed. Yet, in an age of ever more sophisticated information and communications technology, high standards of literacy and numeracy are increasingly necessary. Scotland's competitiveness in the global economy will require literate and numerate people, who have the flexibility to cope with changing work practices. It is also essential that no one is socially excluded because their level of literacy limits their ability to be effective in their personal, family or community life.

I was delighted to agree to chair the Adult Literacies in Scotland Advisory Group. It was clear that the Project was timely and would meet needs expressed by managers and

practitioners for guidance on how to improve their service to learners. I am confident that the *Literacies in the Community Resources* will be essential reading for providers of literacy programmes for a long time.

I have been impressed by the volume and quality of the work carried out by Catherine Macrae, the Coordinator of Adult Literacies in Scotland, and the members of her team. In addition to publishing *Literacies in the Community Resources*, the Project carried out a valuable survey of literacy provision made by local authorities, colleges of further education and voluntary organisations. This survey and extensive consultation with providers via project papers and seminars provided the Project with invaluable data which informed the development of *Literacies in the Community Resources*.

Finally, I wish to express my appreciation for the support given to the Project by the Advisory Group, whose members contributed insights and suggestions from their wide experience that were invaluable to the Project.

### **Stephanie Young**

*Professor Stephanie Young is Chair of the national Development project (Adult literacies in Scotland) Advisory Group and Director of Lifelong Learning Scottish Enterprise Glasgow.*

## KEY IDEAS FOR POLICY MAKERS AND MANAGERS

**Our vision for Scotland is of a dynamic learning society. A democratic and socially just society should enable all of its citizens, in particular those who are socially excluded, to develop their potential to the full and to have the capacity, individually and collectively, to meet the challenge of change.**

*Communities Change through Learning: Scottish Office 1998*

This resource pack uses the term literacies to emphasise the dynamic and diverse ways in which adults encounter and use words and numbers in their written form.

To be fully literate is to be able to read, write and use numbers and numerical information in private, family, community and working life in order to handle information, express ideas and opinions, make decisions, solve problems, and continue to learn in a rapidly changing world.

There is a strong correlation between limited literacy capabilities and poverty, ill health, unemployment, and poor

housing. People who are socially excluded may have more difficulty in keeping their skills up to date and in coping with changing practice in literacy and numeracy.

Fuller discussion of these key ideas can be found in project papers of the Adult Literacies in Scotland Project: Project Paper 1 *Literacy and Community Education* and Project Paper 2 *Adult Literacy and Numeracy: A Survey of Programmes in Local Authorities and Further Education Colleges*. Versions of these documents are available on the Project web site [www.scotlit.org](http://www.scotlit.org).

### 1 Lifelong Learning and Learners

- **In a rapidly changing world people need to build on what was learned at school.**

Most people will need to improve their literacy and numeracy skills at various stages throughout their lives. Many people placed in new situations learn new literacy practices informally. Those who have good existing skills and whose everyday lives or work give ready access to opportunities will be able to learn with ease. Others will need access to learning programmes.

- **The uses of literacy and numeracy in adult life are firmly rooted in everyday situations.**

Literacy and numeracy practices are not learned in the abstract but are social practices that are changing and will continue to change due to developments, for example, in information and communication technology and working practices.

- **Literacy and numeracy skills are a critical step for people who wish to take part in other aspects of learning.**

- **People who seek to enhance their literacy and numeracy skills have individual needs and aspirations.** People are motivated differently as private individuals, as family members, as citizens, employees and learners. Some learners will have short term goals and others long term goals.

- **Adults use literacy differently in their public, private, working and educational lives.**

Numbers and the written word are presented in a variety of forms, for example prose text, forms, graphs, timetables and using numbers in text. In addition, new technology, through e-mail, the use of the internet and digital TV, creates different ways of making and reading messages. For some learners numeracy will be more important than literacy and for others writing more important than reading.

## 2 Support for Literacy Learning

- **Adult literacy and numeracy programmes need to be easily accessed by learners.** Flexible pathways should be developed into, through and beyond the learning programme.
- **Strategic management and effective partnerships are required** to ensure that learners have maximum opportunities from which to choose in order to meet their needs.
- **Agencies should work together to provide support for those who are not able or ready to enter learning programmes** by investing in resources and networks of support in the community and by giving advice and support to those making referrals.
- **Learners need to be sustained through the learning process.** The design of learning programmes needs to take account of, for example, the timing of programmes, transport needs, childcare support, and the use of a range of guidance providers.
- **Learning opportunities should be carefully targeted and marketed to attract new learners.**
- **Learning programmes should be informed by learners' views and action research.**

## 3 Management and Organisation of Provision

- **Policy makers and senior managers need to pay sustained attention to adult literacy and numeracy. It is a long-term process and there are no simple solutions.**
- **Literacy and numeracy programmes are more effective and efficient in reaching and involving a wide range of learners when sufficient specialist workers are deployed, supported by well-trained part-time staff and volunteers.**
- **Long-term strategies are required to ensure that there is sufficient investment in staff and other resources to meet the needs effectively.**
- **Effective learning programmes should offer a range of opportunities.** These include literacy and numeracy programmes as well as broader courses and projects which have literacy and numeracy learning integrated into them.
- **Learning options need to be designed in response to local circumstances and contexts.** Addressing learners' different needs is particularly challenging in more isolated rural areas.

## ACKNOWLEDGEMENTS

*Literacies in the Community* is part of a Scottish Executive funded National Development Project on adult literacy which is managed by the City of Edinburgh Council Education Department Community Education Group.

We are grateful for the support given by all those who helped to produce *Literacies in the Community*.

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### Project Management

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### Special thanks to:

Tania Dignan, Ruth Thomas and other members of  
the ABE team for all their support and  
encouragement.

All those who took part in the focus groups or gave  
feedback on the materials.

*Literacies in the Community* was designed by  
Caleb Rutherford — eidetic  
for the City of Edinburgh Education Department  
Publications Unit

# LITERACIES IN THE COMMUNITY

the good practice framework

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## INTRODUCING THE GOOD PRACTICE FRAMEWORK

The Good Practice Framework has been designed to inform and support good practice in adult literacy and numeracy within community learning. Community learning programmes may be offered by the local authority, college or voluntary sector and they have four key characteristics:

- 1 Community learning is open to everyone so that each person is able to achieve their potential. It is responsive to the needs and aspirations of the community or communities served and reaches and involves those most likely to think that learning is not for them.
- 2 In community learning the curriculum is negotiated with the learners and builds creatively on their existing knowledge and skills and the contexts they experience in their private, public, working and educational lives.
- 3 Community learning is non-formal rather than informal so that, although the atmosphere and setting will be friendly and welcoming, the learning process is structured and purposeful and learners are active participants.
- 4 In community learning the outcomes of programmes are seen in terms of the difference learning is making to learners' lives, individually and collectively.

The Framework has three parts:

- Firstly, *The Good Practice Framework* explains **Seven Guiding Principles** that underpin good practice in community literacy and numeracy. You will find these on pages 5 — 6.
- Secondly, the Framework gives **Good Practice Guidelines**. These are brief quality statements outlining the nature of good practice when working with learners or organising the programme. You will find these Guidelines on page 8.
- Thirdly, there are **detailed descriptions of practice at four different levels** for each guideline. The descriptions show what the Guideline looks like in practice. Each new level introduces better ways of realising the Guideline. The first level (Level 1) describes practice that is in the fairly early stages of development and the highest level of practice (Level 4) describes best practice. This level will be challenging for most providers. To achieve this level, community literacy and numeracy work needs to be a high priority within the organisation and there will be dedicated and specialist staff and significant inter-agency working. You will find these descriptions of practice on pages 11 — 23.

**The good practice framework**

The diagram on the next page shows how the different parts of *The Good Practice Framework* fit together. It shows the two aspects of developing good practice: developing the learning programme and developing the organisation that lies behind the programme.

The Seven Principles are shown at the centre of the framework informing all the areas of practice. Around the Seven Principles are two pathways. The left-hand pathway shows the five areas of practice involved in developing the learning programme. The Guidelines for

each of these five areas from learners' entry to the programme through to their exit are shown on the left-hand side of the page. The right-hand pathway shows the six areas of practice involved in developing the organisation. The Guidelines for each of these six areas from policy and planning through to monitoring and evaluation are shown on the right-hand side of the page. At the top of the diagram the two pathways come together showing that the quality of the learning programme and the organisation both contribute to good practice and need to be seen as equally important in achieving best practice.

**Exit Pathways**  
Learning is presented as a self-directed lifelong process where participation in the programme is a stage. Confidence and competence as a critical user of literacy and numeracy are developed. Confidence in transferring learning to new roles and contexts is developed.

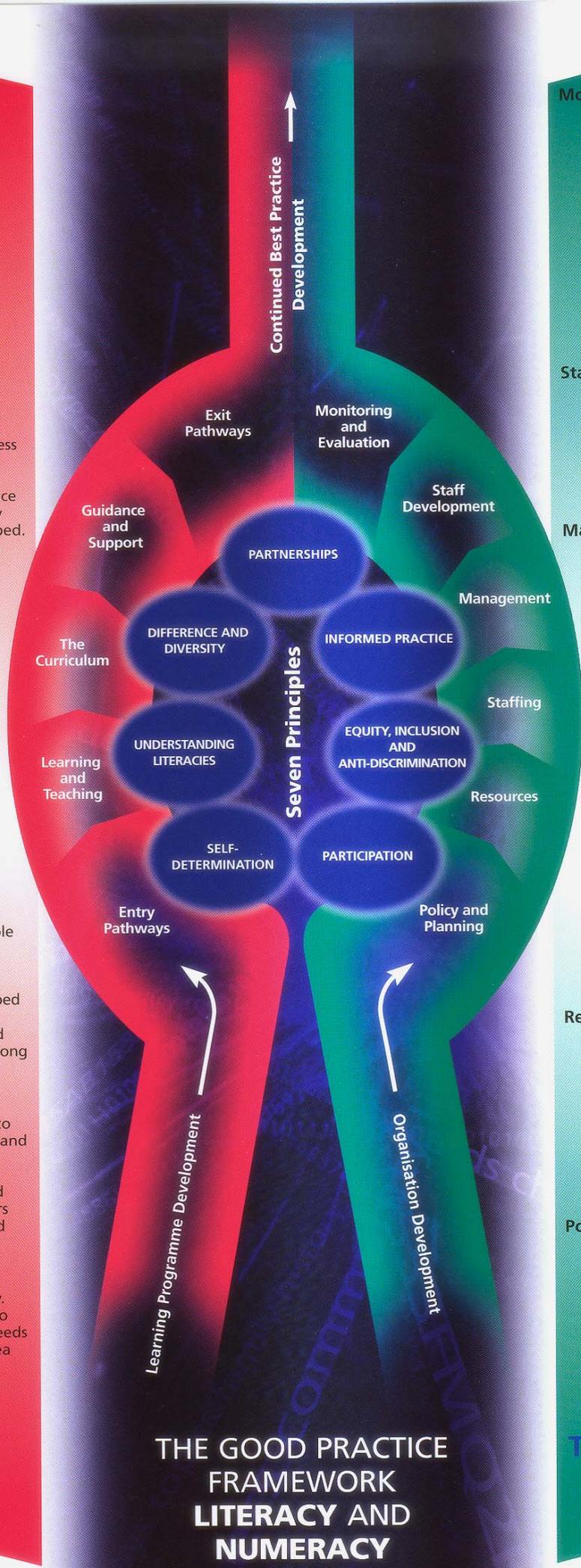
**Guidance and Support**  
Guidance is pro-active so learners reflect on learning, make informed choices and plan for progression. Competence and confidence as a lifelong learner are developed. Support is inclusive, so individual strengths and needs are recognised and responded to. Feedback informs the design and delivery of the programme.

**The Curriculum**  
Learning options are flexible and responsive to diverse needs and aspirations. Knowledge, skills and understanding are developed in context. Learning is presented as a positive and enjoyable experience. Lifelong learning is promoted.

**Learning and Teaching**  
Approaches are relevant to learners' chosen contexts and goals. Preferred learning styles are identified and respected. Interaction and dialogue between learners are actively promoted and purposeful.

**Entry Pathways**  
Access is prompt and easy. The programme is open to potential learners with needs and aspirations in any area of adult life. Perceived stigma attached to adult literacy and numeracy is challenged.

**The Learning Programme Guidelines**



**Monitoring and Evaluation**  
The profile of learners is monitored and action taken to achieve an equitable balance. Qualitative and quantitative information is gathered on learners' experiences in the programme. The difference learning is making in learners' lives is evidenced and evaluated. Systematic analysis and evaluation of information inform the design and delivery of the programme.

**Staff Development**  
Specialised expertise and experience are developed. Continuous access is offered to up to date information, advice, support and training. Critical reflection on practice is fostered.

**Management**  
The Seven Principles are used to judge the best balance between aims and resources. Decision-making is based on consultation with learners, the community or communities served and partner agencies. Decision-making is informed by specialised experience and expertise.

**Staffing**  
Levels of staff are based on an analysis of learning needs in the area served. Contracting arrangements enable those working directly with learners to influence the design and delivery of the programme. The remit of staff members, sessional workers and volunteers matches their expertise, experience and commitment.

**Resources**  
Resources, including accommodation and equipment, promote a positive image of literacy and numeracy learning. Self-directed learning is encouraged and supported. The allocation and use of resources is equitable and inclusive.

**Policy and Planning**  
Policy makes explicit the nature and purpose of the literacy and numeracy programme. The cycle of planning draws on and initiates evaluation and consultation. Policy and planning are informed by up to date research, local information and national guidance.

**The Organisation Guidelines**

## The Seven Principles

*The Good Practice Framework* has at its heart what we intend community literacy and numeracy to be and so it is built around seven guiding Principles. These are set out on page 6. The Principles are the values and beliefs that underpin good practice.

Three Principles relate most strongly to direct work with learners such as assessment, tutoring and guidance. These are the Principles for designing and delivering the learning programme:

- Promoting Self-determination
- Developing an Understanding of Literacies
- Recognising and Respecting Difference and Diversity

Four Principles relate most strongly to the organisational activity that affects the learners' experiences such as planning, staff development and evaluation. These are the Principles for developing the organisation:

- Promoting participation
- Developing Equitable, Inclusive and Anti-discriminatory Practice
- Developing Informed Practice
- Drawing on Partnerships

The Principles are based on an understanding of literacy and numeracy as complex capabilities rather than as a single set of skills. This concept, based on recent research and theory, involves a radical shift in our understanding. It moves us away from earlier notions of literacy as purely educational or functional skills, towards a focus on real-life practices. Since the uses, contexts for and values attached to literacy and numeracy change throughout adult life, being a confident, critical and capable user of literacy and numeracy involves lifelong learning. Community learning programmes are needed to ensure that everyone, whether individuals, families, groups, neighbourhoods or communities, can become fully confident and capable as a lifelong learner. As people will vary in their needs and aspirations, the outcomes of community learning programmes are multiple<sup>1</sup> but they will be evident in the differences learning is making in learners' lives.

<sup>1</sup>NB The guidelines would need to be adapted for use in programmes focussed exclusively on one aspect of adult life and one type of participant (eg Workplace or return to study courses)

### Three Principles for the Learning Programme

#### Promoting Self-determination

- Each individual's literacy and numeracy practices in the different areas of adult life will be appreciated and valued.
- Individuals will be able to make informed choices as learners and their motivations and decisions about learning (eg timing, location, confidentiality) will be respected.
- The learning process and intended outcomes will be relevant to learners' lives and will improve their ability to be self-directing when using literacy and numeracy and in future learning.

#### Developing an Understanding of Literacies

- Literacy and numeracy will be recognised as changing social and cultural practices taking place in contexts that are also continuously developing and changing.
- The curriculum will be designed to develop, along with knowledge and skills, an understanding of how different and complex the many uses of literacy and numeracy are in adult life.
- Learners will be encouraged to become critical learners and users of literacy and numeracy, aware of how complex it is to transfer existing capabilities to new roles and contexts.

#### Recognising and Respecting Difference and Diversity

- The programme will be made accessible and responsive to learners from minority groups.
- Particular attention will be paid to minority group learners' preferred uses of literacy and numeracy, and their values and contexts.
- Alternative, unconventional literacy and numeracy practices will be valued within the curriculum and the programme.

### Four Principles for the Organisation Promoting Participation

- The contribution that learners' views can make to designing and delivering programmes will be recognised and valued.
- Learners will be involved in debate about how efficient and effective the programme is and they will be consulted in ways that are sustained and inclusive.

#### Developing Equitable, Inclusive and Anti-discriminatory Practice

- There will be pro-active enquiry and research into literacy and numeracy learning needs.
- The profile of learners will be monitored to make sure it is representative of the area served, taking account of the local social, cultural and economic factors influencing learning needs and aspirations.
- Particular attention will be paid to the needs and aspirations of minority and disadvantaged groups.

#### Developing Informed Practice

- The distinctiveness and significance of each role required in the programme will be recognised (development work, guidance work, programme management, tutoring, assisting learners, etc).
- Opportunities will be made available to staff and volunteers to develop their experience and expertise according to their role.
- A positive profile for the programme will be promoted within the organisation.

#### Drawing on Partnerships

- A range of agencies will be invited to work jointly with the programme to improve resources and the pathways into and beyond learning.
- The programme will be linked to agencies providing support in its many forms or providing opportunities for using literacy and numeracy for learners who are ready to leave the programme.
- A positive profile for literacy and numeracy will be promoted among the community or communities served.

## The Learning Programme and Organisation Elements

*The Good Practice Framework* covers two areas: the Learning Programme and its Organisation. Learning Programme refers to all of the direct work with learners, from their entry to the programme to their exit. Organisation refers to all the activity that underpins the learning programme from policy and planning to monitoring and evaluation. The elements in the Organisation section of the Framework are from the learners' point of view often in the background, but they directly affect the quality of their experiences.

The **Learning Programme** section of *The Good Practice Framework* covers these elements:

- Entry Pathways
- Learning and Teaching
- The Curriculum
- Guidance and Support
- Exit Pathways

The **Organisation** section of *The Good Practice Framework* covers these elements:

- Policy and Planning
- Resources
- Staffing
- Management
- Staff Development
- Monitoring and Evaluation

The **Learning Programme and Organisation Guidelines** are given on page 8.

## The Learning Programme Guidelines

### Entry Pathways

Access is prompt and easy. The programme is open to potential learners with needs and aspirations in any area of adult life. Perceived stigma attached to adult literacy and numeracy is challenged.

### Learning and Teaching

Approaches are relevant to learners' chosen contexts and goals. Preferred learning styles are identified and respected. Interaction and dialogue between learners are actively promoted and purposeful.

### The Curriculum

Learning options are flexible and responsive to diverse needs and aspirations. Knowledge, skills and understanding are developed in context. Learning is presented as a positive and enjoyable experience. Lifelong learning is promoted.

### Guidance and Support

Guidance is pro-active so learners reflect on learning, make informed choices and plan for progression. Competence and confidence as a lifelong learner are developed. Support is inclusive, so individual strengths and needs are recognised and responded to. Feedback informs the design and delivery of the programme.

### Exit Pathways

Learning is presented as a self-directed lifelong process where participation in the programme is a stage. Confidence and competence as a critical user of literacy and numeracy are developed. Confidence in transferring learning to new roles and contexts is developed.

## The Organisation Guidelines

### Policy and Planning

Policy makes explicit the nature and purpose of the literacy and numeracy programme. The cycle of planning draws on and initiates evaluation and consultation. Policy and planning are informed by up to date research, local information and national guidance.

### Resources

Resources, including accommodation and equipment, promote a positive image of literacy and numeracy learning. Self directed learning is encouraged and supported. The allocation and use of resources is equitable and inclusive.

### Staffing

Levels of staff are based on an analysis of learning needs in the area served. Contracting arrangements enable those working directly with learners to influence the design and delivery of the programme. The remit of staff members, sessional workers and volunteers matches their expertise, experience and commitment.

### Management

The Seven Principles are used to judge the best balance between aims and resources. Decision-making is based on consultation with learners, the community or communities served and partner agencies. Decision-making is informed by specialised experience and expertise.

### Staff Development

Specialised expertise and experience are developed. Continuous access is offered to up to date information, advice, support and training. Critical reflection on practice is fostered.

### Monitoring and Evaluation

The profile of learners is monitored and action taken to achieve an equitable balance. Qualitative and quantitative information is gathered on learners' experiences in the programme. The difference learning is making in learners' lives is evidenced and evaluated. Systematic analysis and evaluation of information inform the design and delivery of the programme.

## The Framework's Four Levels of Practice

In the next part of *The Framework*, the Good Practice Guidelines are illustrated by descriptions of practice based on a survey of programmes. Providers will be able to use these descriptions to carry out a self-evaluation and to identify gaps in resources and develop an action plan. The self process is explained at the end of this section.

The descriptions show how providers are realising the Guidelines in practice and cover four different levels, showing programmes at the early stages of development (Level 1) through to very well developed programmes (Level 4). The differences between each level, as these progress from 1 to 4, show the next steps that need to be taken to achieve good, and finally, best practice. Through the descriptions The Framework gives a clear indication of the action needed to achieve good practice.

Providers will be at very different stages in the development of good practice and for many the best practice level (Level 4) will be challenging.

The extent to which a provider can move towards good practice or achieve best practice will depend on a number of factors:

- the priority being placed on literacy and numeracy by senior staff and managers in the organisation
- the staffing and resources being dedicated to the literacy and numeracy programme by the organisation
- the staff and resources that the organisation can draw on to enhance the programme through partnership arrangements
- the infrastructure (training, advice, information, research, networks, etc) supporting good practice at a local and national level
- the priority placed on literacy and numeracy among policy makers, employers, unions, representative bodies and other agencies influencing adult learning provision at a local and national level
- the nature of the area served by the organisation in terms of material poverty, low education levels, limited employment opportunities and, in particular, rural isolation and the action being taken to address these

These factors are important influences on good practice and as several of them are outside the control of practitioners and managers, some organisations may not be able to develop good practice as quickly as they and their learners would like.

## Learning in Rural Areas

The delivery of quality learning in the more isolated rural areas is especially challenging. Managers and practitioners will need to be more creative in developing learning programmes. They will need to look at how they can best support learners in 1:1 pairs as well as how they can open up pathways into the programme by building literacy and numeracy learning into broader community learning courses and projects. To achieve creative and flexible programming, they will need to have excellent partnership arrangements with all the key public, private and voluntary sector organisations in the area.

In practice this means that staffing levels need to be higher in rural areas to achieve a similar quality of provision to that in areas of Scotland. Also the costs of making the learning programme accessible are higher in terms of spending on learning materials, ICT, crèches, transport arrangements, etc.

Many learners will be unable to access group tuition on entry to the programme because it is not possible to overcome problems of distance or timing. To ensure that learners in a 1:1 arrangement with a volunteer have the best experience they can be offered:

- Learners should be assessed by an experienced practitioner, who can negotiate relevant goals and design, develop and evaluate an individual learning plan.
- Learners should be given access to good quality learning materials and the most appropriate learning space available in their area.
- Learners should be offered guidance and support by an experienced practitioner so that they can identify ways to move on to further learning or community or voluntary activities, etc.

Learners who are able to join group tuition develop more confidence and self-esteem and are better able to recognise their progress as a result of the contact with others like themselves. However, for many rural 1:1 learners the opportunity to experience group tuition even at a later stage will remain limited. Managers and practitioners will want to look for ways to enable and encourage 1:1 learners to, for example, use a drop in learning centre occasionally (to meet the 1:1 adviser or to borrow new learning materials). These learners (and their volunteers) will particularly benefit from access to ICT as a means of sharing ideas and communicating with other learners and the 1:1 adviser. In the future, ICT will provide a way for isolated learners to “join” a group or a course on a distance learning basis, perhaps beginning or ending with a one day or weekend face to face session.

## PART ONE

# THE LEARNING PROGRAMME

The Learning Programme itself should be based on the principles of:

- Promoting Self-determination
- Developing an Understanding of Literacies
- Recognising and Respecting Difference and Diversity

The relevant elements are:

- Entry Pathways
- Learning and Teaching
- The Curriculum
- Guidance and Support
- Exit Pathways

### Learning Programme Guidelines

#### Entry pathways

Access is prompt and easy. The programme is open to potential learners with needs and aspirations in any area of adult life. Perceived stigma attached to adult literacy and numeracy is challenged.

#### Learning and Teaching

Approaches are relevant to learners' chosen contexts and goals. Preferred learning styles are identified and respected. Interaction and dialogue between learners are actively promoted and purposeful.

#### The Curriculum

Learning options are flexible and responsive to diverse needs and aspirations. Knowledge, skills and understanding are developed in context. Learning is presented as a positive and enjoyable experience. Lifelong learning is promoted.

#### Guidance and Support

Guidance is pro-active so learners reflect on learning, make informed choices and plan for progression. Competence and confidence as a lifelong learner are developed. Support is inclusive so individual strengths are recognised and responded to. Feedback informs the design and delivery of the programme.

#### Exit Pathways

Learning is presented as a self-directed lifelong process where participation in the programme is a stage. Confidence and competence as a critical user of literacy and numeracy are developed. Confidence in transferring to new roles and contexts is developed.

## LEARNING PROGRAMME

### Entry Pathways

Access is prompt and easy. The programme is open to potential learners with needs and aspirations in any area of adult life. Perceived stigma attached to adult literacy and numeracy is challenged.

#### Level 1

- Initial information and advice is limited to passing on contact details or making a telephone referral or an appointment with an appropriate member of staff. Few first contact staff are aware that literacy and numeracy learners differ in their needs and learning goals.
- Programme publicity is limited in range and is of poor quality. It is poorly targeted (eg language is appropriate for referrers, not learners).
- Initial assessment records the learner's needs and aspirations as reported at the initial meeting. No learning plan is written.
- Induction is limited to introducing the learner to the tutor and other staff s/he will have face to face contact with and explaining practical arrangements for attending the programme.

#### Level 2

- Initial information and advice is available verbally and in writing and describes the programme in general terms. Most first contact staff are aware that literacy and numeracy learners differ in their needs and learning goals
- Programme publicity is varied, accessible and widely available. Different forms of publicity are designed for different audiences.
- Initial assessment is a process, building on the initial meeting. It focuses on the learner's literacy and numeracy capabilities compared with self-reported needs and aspirations. The period of time dedicated to initial assessment is fixed. The learning plan is intended to inform the tutor's work but does not usually assist the learner to plan or anticipate learning.
- Induction covers practical arrangements and an introduction to adult learning.

#### Level 3

- Initial information and advice is available in several formats and describes the programme and access briefly and clearly from the potential learner's perspective.
- All first contact staff are aware that literacy and numeracy learners differ in their needs and learning goals. All first contact staff can give some general information and advice on entry to the programme and the range of options available.

- Information, advice and programme publicity are seen as elements in a broader marketing strategy that includes outreach initiatives.
- Initial assessment is a process building on the initial meeting. It focuses on the general difference between learner's literacy and numeracy capabilities and his/her current or anticipated demands and contexts. Initial assessment leads to the development of an individual learning plan and the period of time dedicated to the process is variable.
- During induction, the learner is introduced to adult learning and identifies his/her preferred learning style.

#### Level 4

- Initial information and advice is available in several formats and describes the programme and access briefly and clearly from the potential learner's perspective. Some information and advice is targeted to meet the needs of specific groups of learners and staff in other agencies.
- All first contact staff are aware that potential learners are very diverse in their needs and learning goals. All first contact staff are able to match information and advice on entry to the programme and the range of options to the individual enquirer's needs.
- A comprehensive marketing strategy, involving targeting and monitoring, relates to the cycle of programme and organisational planning and evaluation. Outreach, collaborative initiatives and partnership arrangements provide multiple pathways for entry into the programme.
- Initial assessment is a process, building on the initial meeting. It focuses on the specific gaps between the learner's literacy and numeracy capabilities and his/her current or anticipated demands and contexts. The ways s/he can fit learning into adult life are considered. Initial assessment leads to the development of a detailed individual learning plan and the period of time dedicated to the process is variable.
- During induction, the learner is introduced to adult learning and identifies his/her preferred learning style. Over the induction period, s/he receives information on the options available and possible pathways from entry, through tuition to exit, as well as information on the organisation of the programme and the Principles underlying the programme. Key information is given in a written as well as a verbal form.

## LEARNING PROGRAMME

### Learning and Teaching

Approaches are relevant to learners' chosen contexts and goals. Preferred learning styles are identified and respected. Interaction and dialogue between learners are actively promoted and purposeful.

#### Level 1

- A narrow range of learning and teaching approaches is used, due to lack of resources or expertise.
- There is very limited differentiation of approach according to an individual's preferred learning style or the purpose of the learning activity.
- Little use is made of learning activities involving interaction and dialogue between learners.

#### Level 2

- An adequate range of learning and teaching approaches is used.
- Tutors' planning of approaches demonstrates good use of training and the available resources. There is some differentiation of learning and teaching approaches according to learners' preferred learning styles and the purpose of learning activities.
- For those in group learning modes, some use is made of shared activities involving interaction and dialogue between learners, where learners share common goals.

#### Level 3

- Learning and teaching approaches are varied.
- Tutors' planning of approaches demonstrates the ability to adapt training and the available resources to learners' needs. The differentiation of learning and teaching approaches reflects learners' preferred learning

styles, the purpose of learning activities and any particular learning difficulties. Learners understand activities to be relevant and purposeful and, over a period of time, experience a range of learning and teaching approaches.

- For those in group learning modes, regular use is made of shared activities involving interaction and dialogue between learners where learners share common goals.

#### Level 4

- Learning and teaching approaches are very varied.
- Tutors' planning of approaches is based on detailed analysis or individual learning plans. During planning, tutors are able to draw on their training, a wide range of resources and the expertise of more experienced staff. As a result, learning activities are closely matched to purpose, learners' preferred learning styles and any particular learning difficulties. Tutors' explanations of activities ensure that learners understand their relevance and purpose. Over a period of time, individual learners experience a wide range of learning and teaching approaches
- For those in group learning modes, careful analysis of individual plans is used to identify opportunities for those who share common goals to engage in shared activities involving interaction and dialogue between learners. Such activities are understood by learners to be purposeful and relevant to their learning goals.

## LEARNING PROGRAMME

### The Curriculum

Learning options are flexible and responsive to diverse needs and aspirations. Knowledge, skills and understanding are developed in context. Learning is presented as a positive and enjoyable experience. Lifelong learning is promoted.

#### Level 1

- The programme offers tuition only on an individual basis so that learners are unprepared for progression to other learning opportunities. Alternatively, tuition is only available on a group basis within broader community learning courses. Learners do not have a choice of learning modes. Referral links with other educational providers are weak.
- The curriculum is based on the knowledge and skills required for learners' existing needs in one or two roles and contexts. The main focus is on the development of skills. Opportunities to develop learners' understanding of lifelong learning are very limited or not available. Tuition is poorly distinguished from support so that learners generally receive support to cope with immediate demands rather than forward looking and structured learning.

#### Level 2

- The programme offers individual and group tuition. Most learners have a choice of two or more learning modes at some stage in their learning (eg 1:1, study group, short course, weekend workshop, etc). Although tuition is distinguished from support, there are no learning modes designed to offer short-term support. Tuition is readily accessible via referral links with other educational providers.
- The curriculum is based on the knowledge and skills required for learners' existing and anticipated needs in several roles and contexts. There is a balance between the development of skills and the acquisition of knowledge. There are some opportunities for developing an understanding of lifelong learning and of the problems of transferring learning for those learners in group learning options by exploring similarities and differences between their own literacy and numeracy practices. Learning is generally forward looking and structured.

#### Level 3

- The programme offers individual and group tuition with a choice of learning modes for most learners on entry and at a later stage (except those in more isolated rural areas). Options include tutor-led or self-directed learning and short-term support. Tuition is readily accessible

via referral links with other educational providers and non-educational agencies.

- Tuition is also offered within broader community learning courses or projects, as learning support or as an extra option for some learners. These courses and projects include collaborative initiatives between educational providers.
- The curriculum is based on the knowledge, skills and understanding required for learners' existing and anticipated needs in a range of roles and contexts. The learning options allow some scope to develop understanding by exploring similarities and differences in literacy and numeracy practices among different social and cultural groups in different times and places. As a result, learners are generally aware that the transfer of knowledge and skills to new roles and contexts involves lifelong learning about new possibilities and choices.

#### Level 4

- The programme offers individual and group tuition, with a choice of learning modes for most learners on entry and at a later stage (except those in more isolated rural areas). Options include tutor-led or self-directed learning and short-term support. Clear pathways enable learners to transfer between flexible or intensive attendance and short and longer term options as their availability, motivation and needs change. Tuition is readily accessible via referral links and bridging arrangements with other educational providers and non-educational agencies.
- Tuition is also offered within broader community learning courses or projects, as learning support or as an extra option for some learners or as a 'built in' strand for all learners. These courses and projects include collaborative initiatives between educational providers and non-educational agencies.
- The curriculum is based on the knowledge, skills and understanding required for learners' existing and anticipated needs in a range of roles and contexts. The learning options allow ample scope to develop understanding by exploring similarities and differences in literacy and numeracy practices among different social and cultural groups in different times and places. As a result, the curriculum is critical and inclusive: learners understand the transfer of knowledge and skills to new roles and contexts as a lifelong learning process involving new possibilities, constraints, choices and consequences.

## LEARNING PROGRAMME

### Guidance and Support

Guidance is pro-active so learners reflect on learning, make informed choices and plan for progression. Competence and confidence as a lifelong learner are developed. Support is inclusive, so individual strengths and needs are recognised and responded to. Feedback informs the design and delivery of the programme.

#### Level 1

- Guidance is usually only available on request or at the end of courses or periods of learning. Guidance usually takes the form of written information leaflets and details of formal educational progression options. Complete confidentiality is assumed to be required at all stages and this sometimes restricts effective guidance and progression.
- Individual support is offered but is generally focussed on personal needs rather than the individuals strengths and needs as a learner.
- There is no individual learning plan shared by the learner and the tutor.

#### Level 2

- Guidance is available at all stages from entry onwards and primarily takes the form of information and advice on formal and non-formal educational progression routes. Confidentiality is assured at the entry stage and the learner is consulted at later stages, if confidentiality is restricting effective guidance and progression.
- Individual support is offered and is generally focussed on strengths and needs as a learner. However, the most suitable approaches and resources are often not used or available.
- The individual learning plan is implicit, rather than recorded in a form shared by both tutor and learner.

#### Level 3

- Guidance processes are integrated within the programme at all stages. Guidance enables learners to identify choices and make informed decisions. Staff network with and feed back to colleagues and

staff in other agencies. Confidentiality is assured at the entry stage and the individual learner is usually consulted on the importance s/he attaches to this at later stages.

- An individual learning plan is used to record, update and review progress towards the learner's intended outcomes and changes in the learner's needs and aspirations.
- Individual support is offered and is focussed on strengths and needs as a learner so that the most suitable approaches and resources are used. Support and guidance processes enable learners to switch to different learning modes or to defer learning when appropriate or move on at any stage.

#### Level 4

- Guidance processes are integrated within the programme at all stages. Guidance enables learners to identify choices and make informed decisions. Staff network with and feed back to colleagues and staff in other agencies and advocate on behalf of learners. Confidentiality is assured at the entry stage and the individual learner is always consulted on the importance s/he attaches to this at later stages. Individual guidance tutorials provide a confidential and focussed opportunity to discuss, record, update and review the individual learning plan and address changes in the learner's needs and aspirations. Individual support is offered and is focussed on strengths and needs as a learner so that the most suitable approaches and resources are used.
- Support and guidance processes enable learners to switch to different learning modes or to defer learning when appropriate or move on at any stage. Follow-up action is taken in response to unexpected or uncertain progress towards the learner's intended outcomes.

## LEARNING PROGRAMME

### Exit Pathways

Learning is presented as a self-directed lifelong process where participation in the programme is a stage. Confidence and competence as a critical user of literacy and numeracy are developed. Confidence in transferring learning to new roles and contexts is developed.

#### Level 1

- Pre-exit preparation is available only on request or when the learner is deemed to have a long period of attendance.
- Preparation is focussed on a review of the learner's general needs and aspirations and the learning activities undertaken.
- Achievement is recognised through internal records of progress in terms of learning activities undertaken. Accreditation is not available except as a post-exit option.

#### Level 2

- Pre-exit preparation is usually available when either the learner or the tutor anticipates the need.
- Preparation is focussed on a review of the learner's specific needs and aspirations, the learning activities undertaken and the progress made towards his or her intended outcomes.
- Achievement is recognised through internal records and externally validated accreditation is sometimes available as an additional, pre-exit option.

#### Level 3

- Pre-exit preparation is always available when either the learner or the tutor identifies the need, however unexpectedly this arises.
- Preparation is focussed on a review of the individual's learning plan comparing the learner's originally perceived needs and aspirations with new developments. The review of learning activities and of progress towards intended outcomes

allow the learner to identify new confidence and capabilities as a literacy and numeracy user and as a learner.

- Achievement is recognised through internal records and externally validated accreditation is usually available with tuition and as a pre-exit option.

#### Level 4

- Pre-exit preparation takes place via individual guidance tutorials
- Preparation is focussed on a review of the individual's learning plan comparing the learner's originally perceived needs and aspirations with new developments. The review of learning activities and of progress towards intended outcomes allows the learner to identify new confidence and capabilities as a literacy and numeracy user and as a learner. The guidance process assists the learner to identify learning opportunities and sources of support that s/he can draw on in the future. Where the learner has limited support networks and opportunities to use his/her new capabilities, staff work with partner agencies to ensure the learner has access to the resources, support and opportunities they can provide.
- Achievement throughout the programme is recognised through progress profiling. Accreditation complements profiling by providing externally validated evidence where the learner wishes it within tuition or as a pre-exit option.

## PART TWO THE ORGANISATION

The Organisation of the Learning Programme should be based on the Principles of:

- Promoting Participation
- Equitable, Inclusive and Anti-discriminatory Practice
- Informed Practice
- Drawing on Partnerships

The relevant elements are:

- Policy and Planning
- Resources
- Staffing Management
- Staff Development
- Monitoring and Evaluation

### Organisational Guidelines

#### Policy and Planning

Policy makes explicit the purpose of the literacy and numeracy programme. The cycle of planning draws on and initiates evaluation and consultation. Policy and planning are informed by up to date research, local information and national guidance.

#### Resources

Resources, including accommodation and equipment, promote a positive image of the literacy and numeracy learning. Self-directed learning is encouraged and supported. The allocation and use of resources is equitable and inclusive.

#### Staffing

Levels of staff are based on an analysis of learning needs in the area served. Contracting arrangements enable those working directly with learners to influence the design and delivery of the programme. The remit of staff members, sessional workers and volunteers matches their expertise, experience and commitment.

#### Management

The Seven Principles are used to judge the best balance between aims and resources. Decision-making is based on consultation with learners, the communities or communities served and partner agencies. Decision-making is informed by specialised experience and expertise.

#### Staff Development

Specialised expertise and experience are developed. Continuous access is offered to up to date information, advice, support and training. Critical reflection on practice is fostered.

#### Monitoring and Evaluation

The profile of learners is monitored and action taken to achieve an equitable balance. Qualitative and quantitative information is gathered on learners' experiences in the programme. The difference learning is making in learners' lives is evidenced and evaluated. Systematic analysis and evaluation of information informs the design and delivery of the programme.

## ORGANISATION

### Policy and Planning

Policy makes explicit the nature and purpose of the literacy and numeracy programme. The cycle of planning draws on and initiates evaluation and consultation. Policy and planning are informed by up to date research, local information and national guidance.

#### Level 1

- Policy is unwritten and informally disseminated with the result that intended learners, curricular approaches and anticipated outcomes are unclear.
- Planning is limited to short-term objectives due to uncertainty regarding resource and staffing commitments.
- There is very limited scope for responsive programme development and very limited or no pro-active enquiry or research.
- A regular cycle of development planning sets out short and long-term objectives for maintaining and developing the programme.
- The planning process is informed by evaluation and by evidence of local factors influencing needs and aspirations. There is sustained enquiry into local factors influencing needs and aspirations and occasional small-scale research.

#### Level 2

- Policy is inferred from broader statements on adult or community learning. As a result intended learners, curricular approaches and anticipated outcomes are open to interpretation by those involved.
- Planning is based on annual objectives due to a year to year cycle of resource and staffing commitments.
- There is some scope for responding to evaluation or to local factors influencing needs and aspirations and some enquiry into local factors influencing needs and aspirations.

#### Level 3

- Policy is written and agreed among staff designing and delivering the programme.

#### Level 4

- Policy is written on the basis of consultation with learners, staff and other agencies and is approved at a senior level within the organisation. Policy clearly describes intended learners, curricular approaches and anticipated outcomes and includes a statement on inclusive learning. Policy is widely disseminated in a range of forms. As a result principles, practice and strategy are explicit to learners, programme staff, colleagues and staff in other agencies.
- Policy is underpinned by a regularly updated strategic plan. The plan details the resources available to implement the policy and short and long-term objectives for maintaining and developing the programme. The plan identifies criteria for success.
- The planning process is responsive to evaluation and to local factors influencing needs and aspirations and draws on pro-active enquiry and research.

## ORGANISATION

### Resources

Resources, including accommodation and equipment<sup>1</sup> promote a positive image of the literacy and numeracy learning. Self-directed learning is encouraged and supported. The allocation and use of resources is equitable and inclusive.

#### Level 1

- Accommodation and equipment are unsafe or unsuitable for adult learning. Limited use has been made of inter-agency partnerships to secure appropriate learning spaces. The location of most or all accommodation is insufficiently local so that travel is a barrier to learning. Most accommodation is inaccessible to people with disabilities. There are very limited or no arrangements for crèche or covering family care costs or transport.
- The use of space, equipment and location presents a poor image of literacy and numeracy programmes. As a building user, the programme has low status and other activities take priority in using appropriate rooms/facilities.
- Learning and teaching resources are inadequate in range and quantity compared with the number and profile of learners. The quantity of resources and their access and organisation are inadequate to enable full use by learners and tutors. ICT is unavailable or use is limited.

#### Level 2

- Accommodation and equipment are adequate for adult learning and meet minimum safety standards. Some use has been made of inter-agency partnerships to secure appropriate learning spaces. The location of some accommodation is insufficiently local so that travel can be a barrier to learning. There are limited arrangements for crèche or covering family care costs or transport. Some accommodation is accessible to people with disabilities.
- The use of space, equipment and location presents an adequate image of literacy and numeracy programmes. As a building user, the programme has lower status than income generating or 'higher level' learning and these activities take priority in using appropriate rooms/facilities.
- Learning and teaching resources are limited in range and quantity compared with the number and profile of learners. The quantity of resources and their access and organisation are sufficient to enable full use by some learners and tutors. ICT is available but is unable to run appropriate software.

#### Level 3

- Accommodation and equipment are safe and suitable for use by adult learners. Most accommodation is local to a wide range of learners and is accessible to people with disabilities. There are arrangements for crèche or covering family care costs and transport if necessary.
- The use of space, equipment and location generally reflects a positive image of literacy and numeracy programmes. As a building user, the programme has equal status with other activities and equal access to rooms/facilities.
- Learning and teaching resources are sufficient in range and quantity compared with the number and profile of learners. The quantity of resources and their access and organisation are sufficient to enable full use by most learners and tutors. Items are available for loan to learners. ICT is available to most learners and runs a limited range of literacy and numeracy related software.
- The quality of the accommodation, access arrangements and resources has been improved by inter-agency partnerships.

#### Level 4

- Accommodation is designed or adapted for adult learning and the range of equipment is extensive and safe. The need to promote a positive image has been carefully balanced by the need to provide local and fully accessible<sup>2</sup> accommodation. There are flexible arrangements for transport, crèche or covering family care costs.
- The use of space, equipment and location present a very positive image of literacy and numeracy programmes by offering valued settings and tools to learners. As a building user, the programme has priority user status with priority access to rooms/facilities or has dedicated rooms/facilities.
- Learning and teaching resources are extensive in range and quantity in relation to the number and profile of learners. Self-directed learning and efficient tutor planning are possible due to the quantity of resources and their access and organisation. ICT is available to the majority of learners, runs a wide range of literacy and numeracy related software and is adapted for disabled learners.
- The high quality of accommodation, access arrangements and resources has been improved by creative inter-agency partnerships.

## ORGANISATION

### Staffing

Levels of staff are based on an analysis of learning needs in the area served. Contracting arrangements enable those working directly with learners to influence the design and delivery of the programme. The remit of staff members, sessional workers and volunteers matches their expertise, experience and commitment.

#### Level 1

- Staffing levels are solely based on the organisation's history and circumstances. Levels are too low, given the population and area served, to support a programme of adequate capacity.
- The remit of permanent staff and temporary sessional workers limits effective planning and coordination of the programme. The organisation is heavily dependent on staff whose training, experience or commitment is limited by the part-time nature of their responsibilities or their temporary contract.
- There is a very limited or no selection process for volunteers or sessional workers.

#### Level 2

- Staffing levels are generally based on the organisation's history and circumstances. Although levels can deliver a programme of adequate capacity, given the population and area served, they do not permit targeted expansion and development to reach a representative range of learners.
- The remit of permanent staff and temporary sessional workers limits effective development of the programme. The organisation is partly dependent on staff whose training, experience or commitment is limited by the part-time nature of their responsibilities or their temporary contract
- Although the selection of volunteers and sessional workers is structured, the criteria used are too broad to be effective.

#### Level 3

- Staffing levels are based on an analysis of the population and area served and targets for the number and the range of learners to be reached. Levels permit a satisfactory programme capacity, given the population and area served, or levels permit an adequate capacity offering a range of learning modes. Other colleagues or staff from partner agencies are sometimes involved in aspects of the programme.

- The remit of permanent staff and temporary sessional workers generally supports effective development of the programme. Generally responsibility for core programme tasks (i.e. day to day management, development work, guidance, tutoring) lies with those whose training, experience and commitment match their remit. New volunteers and sessional workers are offered less demanding roles than those with more training and experience.
- Equal opportunities principles guide the recruitment and selection of staff and sessional workers. Selection of volunteers ensures they are suited to working in adult learning and have made an informed commitment.

#### Level 4

- Staffing levels are based on an analysis of the population and area served; the number and range of learners to be reached; the diversity of the curriculum to be offered and the extent of links with other learning opportunities and agencies. Levels of staffing permit a satisfactory programme capacity, given the population and area served, offering a diverse range of learning modes including short/long-term modes and flexible/intensive modes. Other colleagues or staff from partner agencies are regularly involved in aspects of the programme.
- Responsibility for the core programme tasks (i.e. day to day management, development work, guidance, tutoring) lies primarily with permanent staff or sessional workers on substantial and renewable part-time contracts. New volunteers and sessional workers are offered less demanding roles than those with more training and experience. The organisation is aware of volunteers' existing skills and experience and draws on these where appropriate.
- Equal opportunities principles guide the recruitment and selection of staff and sessional workers. Selection of volunteers ensures they are suited to working in adult learning and have made an informed commitment. Action is taken to achieve a staff and volunteer profile that reflects the area served.

## ORGANISATION

### Management

The Seven Principles are used to judge the best balance between aims and resources. Decision-making is based on consultation with learners, the community or communities served and partner agencies. Decision making is informed by specialised experience and expertise.

#### Level 1

- Managers are unable to influence practice according to the Seven Principles. Responsibility for management of the programme lies with too few members of staff or staff whose remit is too broad to effectively influence practice. The resources delegated to those responsible for the management of the programme limit their influence on practice.
- The opportunities for staff responsible for management of the programme to develop experience and expertise are limited.
- There is very limited or no consultation with learners or with partners in other agencies or the community or communities served.

#### Level 2

- Managers are able to have some influence on the development of practice according to the Seven Principles. The remit of staff responsible for management of the programme is sufficiently focussed and the resources delegated to managers are adequate to allow influence on practice.
- There are some opportunities for staff responsible for management of the programme to develop experience and expertise.
- There is some informal consultation with learners and partners in other agencies.

#### Level 3

- Managers are able to develop a practice within the programme and the organisation that is broadly informed by the Seven Principles. The remit of staff responsible for management of the programme is well focussed and resources are effectively delegated so that managers can successfully influence practice.

- Staff responsible for management of the programme have experience and expertise and have some opportunities to continue to develop their practice.
- Managers regularly consult informally with learners and partners in local agencies. There is some consultation with the community or communities served via broader strategies relating to community learning.

#### Level 4

- Managers are able to positively foster a practice within the programme and the organisation that is well informed by the Seven Principles. The remit and seniority of staff responsible for management of the programme and resources delegated to them offer considerable scope for influencing practice.
- Staff responsible for management of the programme have experience and expertise and are encouraged to continue to develop their practice in the light of current research, theory and curriculum developments.
- Managers regularly consult with learners both informally and through formalised arrangements. There is consultation with partners in other agencies on short and long-term strategies. Consultation with the community or communities served addresses literacy and numeracy as an area of community learning.

## ORGANISATION

### Staff Development

Specialised expertise and experience are developed. Continuous access is offered to up to date information, advice, support and training. Critical reflection on practice is fostered.

#### Level 1

- Supervision and support arrangements do not enhance the experience and expertise of staff and sessional workers carrying out core programme tasks (i.e. day to day management, development work, guidance, tutoring) due to infrequency of contact or lack of focus.
- Training opportunities consist exclusively or almost exclusively of induction courses for new volunteers and sessional workers. Staff have very limited or no access to staff development and training. The training available to sessional workers and volunteers is too limited in duration or content to enable them to carry out their role in the programme or the organisation.
- The level of support and supervision volunteers and sessional workers receive does not vary according to the degree of autonomy expected of them.

#### Level 2

- Supervision and support arrangements can enhance the experience and expertise of staff and sessional workers carrying out core programme tasks (i.e. day to day management, development work, guidance, tutoring) but time available is limited.
- Training opportunities include induction of new volunteers and sessional workers and some post-initial training for those working in tutoring and guidance roles. There is a record of volunteers' and sessional workers' developing experience and expertise.
- The level of support and supervision volunteers and sessional workers receive is sometimes related to the degree of autonomy expected of them.

#### Level 3

- Supervision and support arrangements enhance the experience and expertise of staff and sessional workers carrying out core programme tasks (i.e. day to day management, development work, guidance, tutoring) through a regular cycle of support meetings and individual supervision.

- A programme of training courses, events and workshops is available for sessional workers and volunteers. There is a record of volunteers' and sessional workers' developing experience and expertise and this forms the basis for analysing training needs.
- The level of support and supervision volunteers and sessional workers receive is usually related to the degree of autonomy expected of them. There are some opportunities for sessional workers and volunteers to meet and address their concerns.

#### Level 4

- Supervision and support arrangements for staff and sessional workers are formalised and wide (e.g. a cycle of support meetings, individual supervision, practice observation, shadowing, peer support). Support and supervision are designed to develop expertise and experience in carrying out the core programme tasks (i.e. day to day management, development work, guidance, tutoring) and also address personal and career development. Non-specialist colleagues and staff in other agencies are supported.
- Training courses, events and workshops are offered to staff, sessional workers and volunteers on the basis of regular analysis of needs. There is a programme of options, drawing where necessary on expertise from outside the organisation. Some options are designed to inform and support colleagues and staff in other agencies. Staff and volunteers have an entitlement to staff development and training that is proportionate to their involvement in the programme and the organisation. The organisation encourages and assists staff and volunteers to evidence their developing experience and expertise through internal and (where appropriate) external accreditation.
- The level of support and supervision volunteers and sessional workers receive is always related to the degree of autonomy expected of them. There are regular opportunities for sessional workers and volunteers to meet and address their concerns. The meetings inform planning and evaluation.

## ORGANISATION

### Monitoring and Evaluation

The profile of learners is monitored and action taken to achieve an equitable balance. Qualitative and quantitative information is gathered on learners' experiences in the programme. The difference learning is making in learners' lives is evidenced and evaluated. Systematic analysis and evaluation of information inform the design and delivery of the programme.

#### Level 1

- Evaluation is unplanned and reactive and is generally limited to perceived problems. Learners are not consulted as part of the evaluation.

#### Level 2

- Monitoring of most aspects of the programme takes place and qualitative and quantitative information is recorded but systematic analysis is weak. As a result, strategies to balance the profile of learners or improve the programme design and delivery are not well informed.
- Evaluation is limited to an annual review, primarily drawing on recorded information. Evaluation provides limited scope to inform the literacy and numeracy programme or its organisation, as it is designed to inform broader community learning strategies. Learners are consulted informally and occasionally as the need arises.

#### Level 3

- Monitoring includes recording of qualitative and quantitative information concerning many aspects of the programme and its organisation. Some of the information gathered is systematically analysed and evaluated.
- The profile of learners is compared with the profile of the community or communities served and some action is taken to achieve an equitable balance. Information on the take up of programme options, learners' goals and achievements and the number of completed learning hours is sometimes used to inform programme design and delivery. Evidence on the difference learning is making in learners' lives is sought.

- Evaluation draws on evidence from a range of sources (records, focus groups, questionnaires, etc) and findings inform the cycle of planning. Learners are involved in evaluation through regular, informal consultation, e.g. using questionnaires and discussions in the learning groups.

#### Level 4

- Monitoring includes recording of qualitative and quantitative information concerning many aspects of the programme and its organisation. The information gathered is systematically analysed and evaluated with the support of administrative staff and information management systems.
- The profile of learners is compared with the profile of the community or communities served and with research evidence on learning needs. Targeted action is taken to address under- or over-representation. The image and awareness of the programme is monitored in the community / communities served. Detailed information on the take up of programme options, learners' goals and achievements and the number of completed learning hours is used to inform programme design and delivery. Evidence on the difference learning is making in learners' lives is recorded and evaluated. Post-exit tracking provides feedback on the programme.
- Evaluation draws on evidence from a range of sources (records, focus groups, questionnaires, etc) and findings inform the cycle of planning. Learners are involved in evaluation through regular, informal consultation, e.g. using questionnaires and discussions in the learning groups. They are also consulted through formal arrangements, such as a learners' representative body supported by the organisation.

## SELF-EVALUATION AND ACTION PLANNING

Providers will be able to use the descriptions of practice in Parts One and Two to carry out a self-evaluation of their learning programme and its organisation. The differences between each level, as these progress from 1 to 4, show the kinds of changes that need to be made to achieve good, and finally, best practice. So the descriptions will also help identify gaps in resources and develop an action plan. This last section explains how you can use *The Framework* to evaluate practice and draw up an action plan.

As a tool for self-evaluation and action planning, *The Framework* will need to be introduced to staff through a staff development event. Staff will need time to become familiar with the ideas in *The Framework* and will need to be able to relate it to the other material in the Community Literacy and Numeracy Pack. Using *The Framework* can then become part of the development planning cycle

### Carrying Out the Self-evaluation in Three Stages

#### 1 Initial Impressions

The first step is for a small group of staff to do some preparatory work. They should go through the Principles and the Good Practice Guidelines and ask themselves:

- How is good practice evident in our learning programme or organisation?
- How can we tell how well our practice is working?

The group can then start to collect evidence and begin to compare the programme and organisation with the descriptions of practice. This is a big task (there are 11 elements to work through) and you might want to divide up responsibility between different staff members who can report back to others.

At this stage you will want to highlight the key differences between each level in The Framework and then decide the evidence you have for the level you think you are at. Remember that you are looking for the level you achieve or mainly achieve. You may also find that you can identify some small improvements you can make to achieve a level that you are just falling short of.

#### 2 Reviewing the Evidence

The initial impression should then be debated by a group of staff and if at all possible learners' representatives and volunteers (especially when looking at the learning programme). Again, the first step is for this evaluation group to go through the Principles and the Good Practice Guidelines and to ask themselves:

- How is good practice evident in our learning programme or organisation?
- How can we tell how well our practice is working?

This discussion will help to confirm if the right sort of evidence has been prepared for the group and it will generate some questions about the quality of that evidence. The second question is important at this stage because indicators of good practice might be readily available (e.g. a range of publicity leaflets, examples of individual learning plans, copies of the training programme) but you also need evidence of how well these are working. In other words, what evidence would show that the relevant Guidelines and Principles are being realised in practice? This debate is an important part of the process.

Try to make the discussion as lively and frank as possible. You might ask a facilitator to help you do this. This discussion is important not only because you might revise the initial impression, but also because it may well identify specific questions you want to check out with those you work with at the next stage. You will want to record these questions to help you at the next stage. You might need to involve someone with experience in evaluation and consultation about quality to help you decide how you could best answer these questions.

#### 3 Final Decision

Once the evaluation group has debated your current levels of practice, you will need to consult with learners, partner agencies, volunteers and any sessional workers who have not already been involved. By this stage you should have some specific questions you want to home in on, so that you and those you consult with are clear about what you want to find and so that you are making reasonable demands on their time.

As before, you will want to begin your consultation by talking about the Principles and Guidelines so that these are well understood.

You will also want to gather information from other similar providers about how they see themselves compared with the levels. You will want to look at written information such as policy or standards documents, training programmes, reports, etc, and also to visit one another to see how things work in practice.

Through the consultation with learners and others, you are likely to hear priorities for action that may be different from those that the evaluation group identified. Through gathering information from similar providers, you are likely to find funding and resources issues that will to some extent determine the action you can take. Keeping a record of these things will help you when you are drawing up an action plan.

You will be able to make a final decision on the basis of the information and consultation.

### Action Planning

You will want to draw up an action plan following the self- evaluation process. The action plan should be based on the ideas and information you have gathered from staff, learners, volunteers and sessional workers,

partner agencies and other providers. However, action plans should not simply be based on the most popular priorities. When deciding priorities for action, it is better to:

- aim to consolidate achievement of a level rather than aiming higher in some but not all aspects
- aim to set manageable and realistic priorities, especially where a number of elements are at Levels 1 or 2
- aim to recognise the potential gap between aims and the resources available by designing action that can be introduced gradually as you have secured new resources
- aim to achieve a balance between **Learning Programme** and **Organisation** levels so that an improving programme is not poorly supported by weak organisation and good organisation is not underpinning a limited programme

As with any action plan, you should set out:

1. the specific changes you intend to make
2. the staff involved and the resources required to achieve the changes
3. the time-scale for introducing the changes
4. the success criteria you will use to evaluate the changes.

## USING THE GOOD PRACTICE FRAMEWORK FOR SELF-EVALUATION AND ACTION PLANNING

### Step 1 Initial Impressions

Your first thoughts on levels and evidence

### Step 2 Reviewing the Evidence

Your thoughts and questions for consultation and information gathering

### Step 3 Final Decision

Your final view after consultation and information gathering

### Step 4 The Action Plan

The specific changes you have agreed to make as a result of the self evaluation

The proformas on the following pages are designed to help you record each of these stages.

## SELF EVALUATION PROFORMA

Which steps are you working on? Tick the box.

Initial Impressions  Reviewing the Evidence  Final Decision

Record the level (1,2,3 or 4) that you achieve or mainly achieve for each element. If you are working on your Initial Impressions, record your evidence for each element and any small improvements you could make. If you are working on Reviewing the Evidence, record your questions about the quality of the evidence for each element and the issues for the consultation and information gathering stage. If you are working on your Final Decision, record possible priorities for action for each element and any funding and resources issues.

### LEARNING PROGRAMME

Entry Pathways

Level \_\_\_\_\_

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Learning and Teaching

Level \_\_\_\_\_

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The Curriculum

Level \_\_\_\_\_

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Guidance and Support

Level \_\_\_\_\_

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Exit Pathways

Level \_\_\_\_\_

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# SELF EVALUATION PROFORMA

Which steps are you working on? Tick the box.

Initial Impressions     Reviewing the Evidence     Final Decision

Record the level (1,2,3 or 4) that you achieve or mainly achieve for each element. If you are working on your Initial Impressions, record your evidence for each element and any small improvements you could make. If you are working on Reviewing the Evidence, record your questions about the quality of the evidence for each element and the issues for the consultation and information gathering stage. If you are working on your Final Decision, record possible priorities for action for each element and any funding and resources issues.

## ORGANISATION

Policy and Planning	Level _____	_____
_____		
_____		

Resources	Level _____	_____
_____		
_____		

Staffing	Level _____	_____
_____		
_____		

Management	Level _____	_____
_____		
_____		

Staff Development	Level _____	_____
_____		
_____		

Monitoring and evaluation	Level _____	_____
_____		
_____		

# LITERACIES IN THE COMMUNITY

the guide to tutoring and guidance

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## INTRODUCTION TO THE GUIDE

This Guide is designed to support practitioners working in literacy or numeracy programmes for adults as part of community learning. These programmes are referred to in the Guide as community literacy and numeracy programmes. Such programmes may be offered by the local authority, college or voluntary sector and they have four key characteristics:

1. Community learning is open to everyone so that each person is able to achieve his or her potential. It is responsive to the needs and aspirations of the community or communities served and it reaches and involves those most likely to think that learning is not for them.
2. In community learning the curriculum is negotiated with the learners and builds creatively on their existing knowledge and skills and the contexts they experience in their private, public, working and educational lives.
3. Community learning is non-formal rather than informal so that, although the atmosphere and setting will be friendly and welcoming, the learning process is structured and purposeful and learners are active participants.
4. In community learning the outcomes of programmes are seen in terms of the difference learning is making to learners' lives, individually and collectively

The Guide is written for practitioners working on a full-time or substantial part-time basis in good or very good practice programmes (i.e. those operating at Level 3 or 4 in The Good Practice Framework). These practitioners will be working as specialists in literacy and numeracy within a community learning team or section and will have access to good staff development and training opportunities so that they are able to continuously reflect on and develop their practice.

The Guide covers tutoring and guidance in community literacy and numeracy. In the sections of the Guide about the work done to inform, advise and support learners as they join, move through and leave the programme, we refer to 'guidance workers'

or 'guidance staff'. These staff will be literacy and numeracy specialists rather than educational or career guidance workers. Often a tutor will carry out this guidance role, and this is certainly the case once the learner has entered the programme. Learners in good practice programmes will be offered a choice of learning options and therefore some learners will attend more than one learning option, sometimes during the same period (although inevitably in isolated rural areas choice is very restricted). In this situation, it is very likely that at times the learner will receive guidance and tuition from different people.

Working with different tutors over a period of time encourages learners to become more independent and see the programme as having distinct stages. However, it is valuable for a learner to work with a single guidance worker who can build an effective relationship and help the learner to make informed choices. Having dedicated and individual guidance time with a trusted person enables the learner to have a frank and focussed discussion of expectations and progress. (For example, a Study Centre tutor may carry on doing guidance work with a learner whom s/he has been working with for some time but who is now doing a short course or working in a 1:1.)

It is important to recognise that each role is critical to an effective programme. Guidance is focussed on the individual and the difference learning is making in his or her life. Tutoring is focussed on achieving changes in learners' knowledge, skills and understanding of literacy and numeracy. One of the reasons why it is important to distinguish between the two roles is that learners can make progress in the literacy and numeracy tuition but remain unable to transfer this learning into real-life contexts beyond the tuition. The chart on the next page highlights the differences, so that where the roles are combined (i.e. the guidance and support is offered by the tutor) the practitioner can be aware which 'hat' s/he is wearing.

## The Tutoring and Guidance Roles

A good way to appreciate the distinctions between tutoring and guidance is to consider the contribution each makes to achieving good practice using the Seven Principles from *The Good Practice Framework*.

Guidance	Principles	Tutoring
Agreeing learning goals and availability and identifying ways of supporting the learner	<b>1 Promoting Self-determination</b>	Ensuring learners work with as much self-direction and independence as possible and take risks in tackling new tasks
Identifying the difference learning is making to learners' lives beyond the "classroom"	<b>2 Developing an Understanding of Literacies</b>	Developing learners' awareness of literacy or numeracy uses in context, their critical awareness of literacy and numeracy, and of learning itself
Ensuring the learner is relating the learning to his/her preferred uses, values and contexts and continues to make informed choices	<b>3 Recognising and Respecting Difference and Diversity</b>	Developing learners' awareness of social and cultural differences in literacy or numeracy practices
Acquiring a strong sense of how literacy and numeracy are being used in the community served and the opportunities for progression	<b>4 Developing Informed Practice</b>	Acquiring the experience and expertise to offer learners the most effective and efficient pathways to achieve their learning goals
Ensuring the programme meets the needs of all learners and is not biased in terms of gender, ethnicity, disability, age, etc, and respects the needs of minority groups	<b>5 Developing Equitable and Anti-discriminatory Practice</b>	Offering a curriculum that is inclusive and anti-discriminatory in its content and process
Feeding back to the programme manager the outcomes, experiences and views of learners	<b>6 Promoting Participation</b>	Involving learners individually and collectively in evaluation of learning and teaching to inform the design of learning options
Working collaboratively with other agencies to improve access and the resources available to learners	<b>7 Drawing on Partnerships</b>	Working collaboratively with other agencies to deliver joint courses and projects

## Using the Guide

There are several different routes through or ways of using this Guide.

The reader may want to:

- turn straight to the account of the curriculum in community literacy and numeracy to get an overview of the key ideas involved in working in a learner-centred way in community learning programmes
- start by reading through the section giving detailed explanations of tutoring and guidance - these are presented in the order that learners would experience them, beginning with initial contact and interview and going through to the preparation for exit
- read all of the case studies of literacy and numeracy learners on pages 5 - 16 before you start looking at either of the main sections
- dip in and out of the case studies, for example, one could read the explanation of initial contact and interview and then look back at this sub-section in some of the case studies to see how contact and interview work in practice

## Case Studies of Learners

### Angela – A Literacy Learner

#### Initial Contact and Interview

Angela contacts the programme via a Family Learning Worker at her local primary school. She is a single mother with two children at the school. Her mother offers her some support. Angela did ok at school but left when she was offered a job in a factory. She wants to help her children a bit more at school, but realises she wants to do a bit more for herself - though she is not sure what. She feels she hasn't 'thought about much for years'.

Angela writes for herself - a journal every night - but is aware that her life would be a lot easier if she felt confident about writing for more formal purposes. She says she doesn't do much reading but when the interviewer asks her what she does read she says that she reads women's magazines and that kind of thing.

When the interviewer asks about the most important three things she wants or needs to do, and feels least confident about, she says she would like to write things both for herself (her journal and perhaps eventually some personal letters), and for the outside world — e.g. school letters, forms and dealings with the Council. These are the things that are really important to her.

In the interview Angela talks a bit about her school experiences which weren't bad, but it never occurred to her at the time to stay on and learn more. She was ready to be out and about and earning money. She wishes she had 'stuck in' more.

When the interviewer asks what she has learnt recently, she describes learning how to fix her ancient sewing machine. It was out of action, and she needed to make a halloween costume for her younger daughter. So she had decided to look out the old manual, and had been able to pinpoint the problem and fix it. It had taken her some time but she felt really pleased about it.

She says she realises that she needs to have enough time to read through things thoroughly for herself (like the manual), several times, and try things out. She says she isn't very good at 'being shown' how to do things, and in the past people have always tried to take over and do things for her. When asked what happens when things

don't work out, or she gets stuck writing, Angela says she doesn't give up, but sticks at it. It is important to her to try to see something through to the end.

Angela seems sufficiently motivated to 'stick at' her proposed learning, having taken the huge step of coming to ask about the programme. Doing homework or practising things between sessions won't be off putting for her as she is familiar with trial and error and independent, self-reliant working, and needs time to work on her own at her own pace.

#### Introduction to Adult Learning

Angela feels she doesn't have time to attend an induction course, so her introduction to adult learning takes place over the course of the first few sessions in the roll-on roll-off group into which she is matched. During this time she works through a pack of material designed to help her understand and plan her own learning. This includes a brochure about the programme and a list of the courses offered.

#### Assessment and Negotiation

Angela joins a mixed ability roll-on roll-off group, which meets two hours a week. Because of child care, she can't commit herself to attending more than that. The tutor and Angela set about finding out about her existing knowledge and skills - what she feels confident about at the moment, and setting some short-term learning goals.

When the tutor asks what it is she wants to write better, she says she wants to know what is appropriate and right in writing 'for the outside world' - the school, the Council. When asked 'why', she says it is to help her children, to feel she is more in control of parts of her life. For example, recently she had gone up to the school to a Parents' Evening, and the Head Teacher had asked for people to come and help hear reading in the classroom, or help out generally. This was something she, Angela, felt she would never be able to do.

All of Angela's expressed goals are related to writing and she will be able draw and build on her existing skills, knowledge and understanding about writing and the way it is used. The contexts she describes are personal,

home life, dealing with institutions and authorities, and everyday contexts. The tutor notes down with Angela the plan, which will stretch over approximately six weeks, and they agree to record and evaluate it weekly. Angela also agrees to undertake about two hours of work at home each week. They agree to start with letter writing, and bring in other types of writing as appropriate or as becomes necessary.

The tutor starts by asking Angela to write some simple letters. Angela clearly lacks confidence in writing, and gets upset at how frequently she misspells words, (usually phonetically). It is also clear, however, that she has some knowledge and understanding of how official or formal writing 'should look and sound' on which to build. She is aware of tone and uses some appropriate language but has a lot of difficulties with structuring text.

### Learning and Teaching

The material used for the writing tasks will be determined by Angela, so she will need to bring to the class letters from the school and Council that she needs to respond to. They agree that in the next six weeks she will draft two or three letters she needs to write. The tutor explains that having a go at these writing tasks will bring to light any aspects of punctuation, spelling or structure that need to be worked on and practised. They will work on redrafting and editing. Analysis of printed material brought in will enable them to begin discussing the conventions of letter writing. In this way the tutor aims to cover the skills, knowledge and understanding Angela needs. The tutor knows that Angela likes to read and study instructions and tackle things for herself, so she will give Angela a variety of models of letters to look at.

Angela agrees firstly to draft a letter to the school, and then to move on to new ground by writing a letter to the Council, which she has been wanting to write for some time, complaining about the rubbish in the back gardens of her block. This will enable the tutor to pick up on repeated spelling and punctuation errors, and address these as they arise and provide a handout on strategies for working on spelling and punctuation so that Angela can practise these independently. Angela agrees to keep a personal dictionary for words she wishes to practise and remember, or those which come up in her reading.

Angela brings in letters she receives and this promotes critical questioning — eg Why is the letter written like this? What is the impact of particular aspects of tone and language? Where does the power lie? How might it be written differently? By rewriting letters Angela learns to convey different points of view, or highlight different aspects of information.

Angela drafts and redrafts her letters after discussion and feedback. Homework involves practising spelling strategies, redrafting work, looking for examples of other letters (in, for example, the newspaper), keeping a personal spelling dictionary, and trying to become more aware of the structure and language she is using to complete her daily journal. She agrees to keep a 'literacy' diary in which she will note down what reading and writing she is involved in. In this way Angela is undertaking a series of self-directed activities.

Shared learning activities in Angela's group include learners looking at the social context of particular pieces of writing, as well as how power relations are expressed in writing.

Learners look at excerpts from texts and analyse and discuss these together (in pairs and in a group). In this way they build on their knowledge and understanding of various genres. They look first at the conventions of informal letter writing (letter to a friend). Then all learners work together (in pairs or trios) to draft the letter. Structure, tone, intended audience and message, aspects of spelling and punctuation are explored through looking at meaning and appropriate vocabulary.

In the following session the tutor circulates typed up final versions of the letters, and some of the ideas and learning that the group have arrived at together. This forms a record for reference.

### Ongoing Guidance and Support

Learners complete a weekly record of work undertaken and make some evaluative comment on both individual and group work. The tutor helps them by encouraging the group to reflect on both the activities and the learning. Work to be done at home is also noted down, so learners have a record of what they have done, what they have learnt, and what is expected of them before the next session.

At the end of the first six weeks, Angela and her tutor reflect on how much of their original plan has been achieved. A short-term plan for the next six to eight weeks is agreed and both the tutor and Angela keep a copy.

At the end of the first term, the tutor spends a good part of the final session evaluating the term's learning with the whole group, and then spends time with each individual. Learners reflect on their learning over the whole term, how it relates to their agreed and expressed learning goals, and they record their feelings and ideas about this (in writing or on a tape - the tutor may scribe for them). They also start planning for next term and note down their new goals.

The individual discussion also allows the learner to reflect on the impact of their learning outside the class - at home, in the community, with their children, at work, any changes they have noticed, where they feel more confident.

Learners record statements about goals and achievements in their Progress File, in which they also record any other courses they are undertaking. This guidance and evaluation session helps the tutor to plan for next term's learning by exploring which learners have similar goals and how these can form the basis of group or shared activities.

Angela has a written copy of her goals and the short term learning plans which were agreed in the first couple of weeks in the group, and again after six weeks. She has referred to this regularly to ensure that the work undertaken is relevant and appropriate to her goals. The goals, plans and her weekly records help Angela and her tutor when it is time to review.

Angela is very pleased with her first term's work. She has managed to write to the school and to the Council. She is still not at all confident about spelling, and punctuation is still a problem for her, but she feels confident about putting her message across in the right sort of language.

She feels her own journal writing has taken a different turn - she is a lot more reflective and analytical about things now. Her children are amused by the idea of her being at school too, and they have many discussions about learning and spelling.

She records some of these achievements and her next term's goals in her Progress File.

Angela feels she has a very long way to go yet, but thinks that after a further two terms in the programme, she might be prepared to think about taking a Communications module (provided she can still get support from her group!). She is determined to return to the world of work in more than a manual job, and feels that some sort of qualification will help. She is interested in a women's support group

meeting on her estate and in college courses on child development and assertiveness. She hopes to explore these soon. She notes down all of these ideas for future reference in discussion with her group tutor.

### Recognising Progress

Angela learns to think about how to fit learning into her life and use her preferred learning style. For some time though, she finds it more difficult to work in the group with others and to participate effectively because she is worried about making any mistakes. (She did not feel able to make time for an Introduction to Adult Learning course, which may have helped her with this.) She fills in gaps in her knowledge about the correspondence between letters and sounds and is soon aware of the role of different kinds of memory in learning spelling. She is successfully using what she now knows about language to improve the expression of ideas in her writing but remains very anxious about spelling and punctuation. She still does not want to treat revising her work as a normal part of writing. Angela has become more critically aware of the choices that have been made in the writing she comes across in the group and at home. She has begun to write much more in private and is achieving the goals she originally set herself. She is reluctant to take part in activities locally that might 'expose' her writing but feels better able to support her children.

### Preparation for Exit

In her third term with the same tutor, Angela feels she has become more confident about her writing and with the tutors' encouragement and support, she attends an eight-week spelling course. She is introduced to a new tutor and a different, more focussed way of working on a specific skill.

She continues in the programme with her group tutor, and in her fifth term decides she needs to know more about computing in order to keep up with her children at school. She would also like to begin writing her journal on a word processor. She attends an Introduction to Computing course, which spurs her onto think about buying a second-hand computer for herself and the children. This makes quite a difference to how she views her own writing.

She has now been in the programme almost two years, and with some reluctance, Angela feels she is ready to think about moving on. She and her tutor agree to have a twenty minute guidance and review meeting. They

look through Angela's Progress File and record sheets and sum up Angela's learning. In addition to the courses on spelling and an Introduction to Computing, she has taken quite an active part in the Learners' Association.

Angela started attending a women's support group six months after joining her literacy group, and as part of their activities, she has taken a confidence building course, an assertiveness class, and completed part of an OU module on Child Development 5-8. The women's group has clearly been an important part of Angela's network of support.

She still doesn't feel confident enough to go and help out at the school - the Head is still looking for classroom volunteers - but her confidence has built in a different way. Her children are older now, but still needing homework support and encouragement and Angela is much more confident in taking on this role.

During the guidance interview, Angela decides to make an appointment to visit the Adult Learning Centre in her area, where there is a Level 2 SQA Communication course running over the next two terms and put her name down for the class. She is not sure whether she will be able to support her own learning, but is determined to try. If not, as she says, she knows where to find help.

Angela has set the wheels of her next step in motion, by signing up for a Communications certificate. She may be able to get some learning support from the course tutor but also feels that, if necessary, she can approach the programme again, for short-term learning support. Her longer-term goals now are to take an HNC in Care at the local FE college. She has sent for information but feels that step is some way off, as she needs to think about childcare and earning money. However, she has information about support in the college and knows that she can arrange an interview with the Information Office to discuss her ideas at any time. The women's support group also has regular visits from Guidance providers in FE and in the community so she has access to several people and sources of information. There is the possibility of them undertaking an Options and Choices module this year.

The tutor makes sure that all this information is written down, and that Angela's Progress File reflects all her learning and ideas to both their satisfaction.

## Bashir – A Literacy Learner

### Initial Contact and Interview

Bashir contacts the programme himself but he has had strong encouragement from his supervisor and the Training Officer at work. He is 34 and works for the DSS. His parents came to Scotland when he was ten. He is bilingual - Urdu being the language of his parents and his wife's family, but English being the language he was educated in and speaks with his own children at home. He passed some O grades at school, but because of his late start in writing the English language at school, he feels he has never mastered aspects of grammar and idiom.

He has risen through the ranks at work through sheer diligence and application. He is now at the point where he knows his writing skills don't quite match the responsibility he has been given, and this is causing him some distress. His manager wants him to improve his clarity and fluidity in report writing as well as avoiding some of his idiosyncrasies. (He has to write reports and present particular cases to benefits tribunals and so on.) Whilst he is aware of the push from above to 'improve' he is sufficiently motivated to undertake further work on writing for himself.

During the interview, the various options for study are discussed, and the interviewer and Bashir agree that the most appropriate form of tuition for him is to join a group with termly enrolment.

### Introduction to Adult Learning

He will have to wait approximately five weeks until the beginning of the new term, but because he has experience of learning and training in other settings (his work in particular), he does not need to join an induction course to understand more about adult learning.

### Assessment and Negotiation

Bashir is an avid reader - novels, biography, and travel, mostly in English. He regularly writes 'for himself' - creative writing, sometimes reflective, sometimes imaginative, and enjoys reading his writings to his friends. Bashir would like to incorporate both aspects of his 'writing life' into the writing work. He has had training in using computers at work, often word processors his personal writing and work reports and relies on using spellcheckers and grammar checks on the

computer. However, he feels he is doing this without really understanding.

He agrees to bring in samples both of his own free writing, and some 'anonymised' versions of reports for work. When asked to describe what he is not happy with his work reports, he illustrates grammatical errors, long-winded sentences, and some confusion about sentence structure and paragraphing. He feels he is too dependent on the computer to highlight his errors.

Bashir's hoped for learning outcome is that he will be able to 'submit a report to the boss without having taken it home and agonised over it for hours ... to have the confidence that what I've written makes sense to anyone reading it and is grammatically correct'.

Bashir's own estimation is that if he can attend for six months and do a considerable amount of writing — both in work and at home — each week, he will have reached a point at which he will be able to measure his own progress and he an independent critic of his own work.

### Learning and Teaching

The tutor and Bashir agree a short-term plan which will include analysing parts of his work for both sentence structure and for overall structure and cohesion.

Redrafting and vocabulary work form the main part of the skills practice. Discussion and analysis of different types of report (from a variety of different social contexts) will build on Bashir's existing knowledge and understanding of this genre and his critical language awareness. Bashir will also write reviews of some of the books he reads.

Bashir mainly works individually with feedback from the tutor and a volunteer who works in the group. He joins in shared activities with other learners comparing and contrasting texts that are intended to be more personal and enjoyable with those found in workplaces like the DSS.

### Ongoing Guidance and Support

Bashir keeps regular records of the work he has undertaken at home and in the group. He pays particular attention to useful resources that he may need to refer back to once he has left the programme.

Because some of the texts he is working on are drawn directly from work, he is able to apply some of his growing

understanding of purpose, appropriateness and writer identity to other tasks in the workplace. His confidence in report writing in particular increases rapidly as he recognises how to structure an extended piece of writing and apply some of the strategies he is learning. In particular his vocabulary and expression are developing.

He is becoming less anxious about his boss checking his memos and letters. He feels he can now explain why certain things are written in a particular way.

One outcome which is unexpected for Bashir is the impact his greater understanding of work-related tasks and language has had on his personal reflective writing. He finds it much easier now to convey his thoughts and ideas with more clarity and fewer words.

When discussing his progress with the tutor at the end of the first term, Bashir feels he would like to do some additional intensive work on his writing. As part of the short course programme on offer, Bashir is able to join an eight-week course on Writing at Work and enrol for a further term in his group.

Because Bashir has undertaken quite a lot of training since leaving school, he is familiar with sources of information, support and educational providers and knows how to access different kinds of vocational training through the Staff Development Unit at work. His needs have been quite specific and he had a realistic expectation of how long it would take him to reach his initial goal.

### Recognising Progress

Bashir is a successful adult learner when he joins the programme and so there are no changes in this area. He makes very noticeable progress in using what he is learning about language to express attitudes, opinions and certainty in his reports. He becomes much more aware of the reader and the reader's expectations when organising his writing. He also gains much better understanding of the variations in what counts as successful writing in different workplaces. Bashir makes changes not only in the writing he does in the workplace but also in other areas of life. It is too soon to say how far he is now ready to deal with more demanding uses of literacy in these other areas, but he is much more confident and at ease with his writing skills.

### Preparation for Exit

At the end of the intensive Writing at Work course, and on completion of his second term in the group, Bashir feels, after discussion with the tutors concerned, that he has built his skills, knowledge and understanding of language and learning strategies sufficiently to enable him to tackle report writing at work with greater confidence and independence. He decides to leave, having achieved his initial goals, and learnt how to support himself.

What is important for Bashir to take with him, for work and personal purposes, is a written record of the work he has undertaken during the two terms. Because much of the work relates directly to his job, he has acquired a rich source of reference materials relating to planning reports, structuring writing, editing and proof-reading, in addition to several working drafts of reports in progress. These will form a valuable source of support for his future writing.

### Cathie – A Literacy Learner

#### Initial Contact and Interview

Cathie is 29 years old, with one year old twins and two pre-school children who attend a Social Work Department Children's Centre. She moved into the area recently, having split up with her partner, at first living in homeless accommodation, and has been finding it difficult to cope with these responsibilities. She is experiencing depression and feeling anxious, especially about travelling in buses. After leaving school with no qualifications, she had several jobs as a cleaner and checkout assistant before having children.

As she knew that Cathie wanted to make friends and feel more confident about her abilities, her keyworker arranged a meeting with an Adult Education worker who was planning to run a certificated Local History course in the Children's Centre. During this course, which involved researching and presenting information, and included embedded core skills (spoken communication, literacy and numeracy), Cathie expressed an interest in continuing to work on writing letters and was referred to the community literacy and numeracy programme.

At the interview Cathie describes how at secondary school she had been bullied and felt 'picked on' by the teachers, and as a

result had not attended often due to fear. Cathie says to the interviewer that she had never done any writing until she attended the Local History course when she wrote the first letter in ten years, and that she is very worried about her 'bad spelling'.

When the interviewer asks Cathie directly about what she reads, she mentions stories for the kids and soap magazines, revealing that she sticks to the 'shorter bits' and can only understand some of the longer articles after seeing the relevant soap episode. She says she can read almost all the words - apart from some very long ones - but gets to the end of the page 'without taking it in', even though she re-reads it again and again. Eventually, the interviewer uncovers that the main reason Cathie wants to attend the programme is to improve her reading before her children start school as she is determined to help them with their homework so that they have a better experience of learning at school than she did.

#### Introduction to Adult Learning

Cathie's positive experience on the Local History course enabled her to practise planning, breaking down tasks, self evaluation and to develop longer spans of concentration. She starts attending an ongoing group at a community wing near the Children's Centre. When thinking about how she has learned as an adult, Cathie talks about learning to decorate her first flat when she left home, how she liked to take it slowly, trying techniques and ideas out and getting her friends' opinions before she finally decided. She identifies one morning in the week when she has time to study at home.

#### Assessment and Negotiation

The tutor and Cathie jointly find out more about her existing knowledge and skills in order to set some short-term learning goals. The tutor asks Cathie to bring in some soap magazines which they look at together. Cathie shows the tutor the parts she finds easy to read: the problem letters and the horoscopes. They look at the longer articles and plan over the following six weeks that Cathie will read and understand two longer articles from the soap magazine.

Cathie mentions that she gets very tired when she has been reading, and having checked this out with further questions, the tutor arranges for her to be tested for Scotopic Sensitivity. Cathie then uses the

coloured overlays supplied by the tutor, which make the print clearer for her.

### Learning and Teaching

First concentrating on pre-reading, the tutor devises exercises for Cathie to compare and contrast the problem letters and horoscopes on the one hand with the longer articles. As they work together the tutor notes Cathie's own ways of naming features such as layout, print, speechmarks, columns, sub-titles, boxes, illustrations and paragraphing, and uses these names in the tailored worksheets and discussions. Then, in the following two weeks through paired work, building on Cathie's knowledge about headings in the familiar pieces, and addressing difficulties she has understanding captions, the tutor extends her awareness of how condensed captions and headings leave out small words. Together with another learner, in progressively difficult stages, they add words to captions to reveal their meaning and then write some captions to go with photos of children at school which ties in Cathie's longer-term goal with developing reading strategies. They also discuss in what ways these captions and other writing differ from spoken language. The tutor consults with Cathie at all stages to check whether she is happy to try the next one.

In the last two weeks of the plan the tutor uses what Cathie noticed about paragraphing to help her pick out key ideas in the first and last paragraphs of an article, discuss these with another learner and tape their own questions. Then using a grid devised by the tutor, Cathie reads the article, identifying all the people and actions mentioned which gives her a framework to make further sense of the piece. Finally, True/False questions help the tutor and Cathie evaluate how much she has understood and Cathie rates which of the tools used have been most helpful. Cathie uses these same reading scaffolds for the second article.

As well as paired work, the tutor includes some group work. One week the tutor asks the learners to choose one piece of writing they are working on (either for reading or for writing), and explain to the whole group why it has been produced and how they can tell this purpose from the writing. The learners all have lots to contribute in this session. In the following session they are asked to evaluate whether these pieces work as writing. One of the pieces of writing chosen was a letter and when one learner asks if it is OK to write such a short letter to a relative, the tutor focuses the discussion around whether writers have to stick to conventions.

### Ongoing Guidance and Support

During each session the tutor and Cathie jointly record progress and then plan the following term's goals in a group session with all the learners in the group. Cathie wants to continue reading the soap articles, but with less support from the tutor. She feels happy that she has managed to go from reading short pieces to understanding a longer article. She says she starts 'putting her brain into first gear now' whenever she starts reading something and reports that she is doing this at home as well as in the group.

At the beginning of the following term Cathie brings in a long letter from the Council which she finds very difficult to understand and says she wants to start working on this in a couple of weeks' time. She had spoken to a friend, asked the Housing Office for an appointment so the letter could be explained to her and had been to a tenants' meeting about it, but she would really like to be able to read this kind of piece herself.

Over five weeks in the middle of term she starts to transfer what she has learnt already about understanding key ideas in the opening paragraph of soap articles to this letter, and also discovers that she needs to extend her vocabulary and dictionary skills in order to know what key technical words such as 'decant' mean.

At the end of the second term Cathie records progress in reading the soap articles more independently since the tutor has gradually dismantled the scaffolds, ending with the most useful one. She also reminds herself of her long-term goal to help the children with homework and negotiates with the tutor to address this within the group by working on the language of Maths and instructions and also outwith the group by joining a Family Learning group which is finding out about homework policies.

### Recognising Progress

Cathie makes good progress as an adult learner despite the barriers she faces. She occasionally misses a session or doesn't make time for home study but this is because one of the children is unwell or there is a crisis. She quickly learns that written language is different from spoken language. She is using what she now knows about organisation to predict and confirm the meaning of what she is reading and is becoming an active reader who draws on all the available cues. Cathie

recognises that as a reader she can be critical of the source and purpose of any text. She is beginning to transfer her learning to new areas of her life and is considering how much support she needs from friends and professionals with more demanding uses of literacy. Cathie is much more confident about joining community groups and is actively looking for new informal opportunities to use and enhance her new skills.

### Preparation for Exit

At the end of her third term in a one-to-one guidance interview with her tutor, Cathie notes that when she now looks at pieces of writing she can see how varied they appear and often follow patterns' and that she is no longer afraid of reading them. She says she is confident in using different methods to understand what she is reading and no longer needs to ask others. She feels she is not 'stupid at reading' any more. After consulting with Cathie, the tutor contacts a community worker who is looking for local people to join a strategy group working on under-five childcare facilities in the area. After a three-way meeting, Cathie decides to join this group. At a further guidance interview, Cathie reports that in this strategy group she has found that she has been able to read minutes. She is aware that there are reports to be read too but knows that everyone in this group finds them difficult. This group is a priority for her at the moment and Cathie decides to leave the programme now and return some time later to work on writing.

### Derek – A Numeracy Learner

#### Initial Contact and Interview

Derek is a learner referred to the programme by his support worker. He has learning disabilities and lived at home with his parents until he was 30. He attends an Adult Day Centre. He has recently moved into supported accommodation and his support worker has suggested he come to the programme to improve his skills in handling money.

Derek is accompanied to the initial interview by his support worker, and chooses to have her present for the whole interview. He is anxious when meeting someone for the first time and refers all questions to her.

The interviewer encourages Derek to describe his daily routine, and asks about

which things he does for himself, or with help, and which things others do for him in order to establish what skills, knowledge and understanding he already has in numeracy and literacy.

Derek says his goal is 'to manage my money for myself' but cannot think of any steps in the learning process that he will need to make to achieve this goal.

The interviewer asks Derek about past learning experiences and tries to get him to talk about his feelings about learning.

The interviewer suggests Derek should join a short Introduction Course to help establish his goals before joining a numeracy group.

She gives him an information sheet (which uses symbols as well as words) on what to expect in a numeracy group, and gives his support worker an information sheet on how learners with disabilities can be supported in their learning

#### Introduction to Adult Learning

Derek agrees at his initial interview to attend a four-session Introduction course. He is given him an opportunity to experience learning in an adult group, to practise some study skills and to get used to the routine of attending a group and doing some homework each week.

Derek and his tutor discuss the numeracy goals that were recorded at the initial interview and confirm that Derek agrees with the goals suggested for him by his support worker.

Derek and his tutor work out what opportunities Derek will have outside the numeracy group to use the numeracy skills that he will be learning.

With Derek's permission the tutor involves the support worker in discussions about the support Derek can get outside the numeracy group to work on his numeracy goals.

All the learners in the Introduction Course are given a Progress file in which to record their learning. They discuss their long and short-term goals and record them in their files, which they will take with them when they join a group.

#### Assessment and Negotiation

Derek joins a numeracy group. A picture of Derek's existing knowledge, skills and understanding in numeracy and literacy, and what his numeracy goals are, is built up slowly. It comes from information he and his support worker provide at the initial interview, information the tutor of the introduction course provides at the end of the course and information the group and volunteer tutor gain

from working with Derek in his first few weeks with the numeracy group.

The tutor talks to Derek about his daily routine and gets him to describe the ways in which he uses numeracy.

Derek can:

- recognise numbers and coins and count objects
- knows 2 and 2 is 4 and some other number facts
- can read and write his name and address and recognise some social sight words.

Derek wants to be able to use money independently, for example, to:

- go into the pub and buy a pint of beer. He can do this, but only if he has at least a £5 note as he finds it difficult and slow to make up a sum of money from various coins.
- do his food shopping unaided. He gets muddled up when buying more than one item, and usually goes to a corner shop where he knows the shopkeeper although it is much more expensive than the local supermarket.

The tutor checks with Derek that the information already recorded about his goals is accurate. When the tutor is confident that she understands the knowledge, skills and understanding that Derek is bringing to the learning, she suggests some possible short-term goals that Derek could try to achieve during the next eight weeks.

**Outcomes** — buy a pint of beer using roughly the right amount of money and get the right change; buy 2 or 3 items in the shop and have estimated correctly how much the bill will be

**Learning objectives** — learn to count in 2s and 10s; make up £1.40 using different coins; count on from £1.40 to £2 or £5.

**Knowledge** — the prices of beer, and some food items.

**Understanding** — that a 20p is worth 2 10ps, that £1 is more valuable than 79p that a sum of money can be made up in a variety of ways from different coins.

**Skill** — counting a variety of coins to get the required amount, £1 + 50p + two 10ps + one 2p; estimating the addition of 2 prices.

The tutor checks with Derek that the learning plan she has recorded is accurate and they agree to review progress in six to eight weeks' time.

### Learning and Teaching

The group Tutor and volunteer tutor discuss Derek's goals and learning plan and the volunteer designs activities to help Derek achieve his goals. She is still finding out what learning styles suit Derek and so she gives him a variety of activities and encourages him to comment on each one.

The tutor works through some shopping tasks with Derek using shopping cards and real money.

The tutor helps Derek to fill in part of a worksheet on matching numbers to coins and then asks him to complete it himself.

Derek needs to learn to add two numbers together easily and quickly. He knows most doubles (2 and 2 is 4) but for any other number his preferred method is to move two piles of counters or coins together and then recount the new pile. The tutor works with Derek to practise holding the number of the first pile in his head and then adding on 1 without recounting. They practise adding on 1s without recounting the pile and looking at the number line to check their answers. They do the same with 2s.

Derek is also learning to select the right coins to give the exact amount to buy an item. Derek uses a computer programme to practise this skill with another learner. In previous sessions they have learned to choose the largest coin they need first. As they select the coins the program tells them how much more they need. They take turns at selecting the coins and help each other when they make mistakes.

Derek can count in 10s with some prompting. To give him some independent practice in using his skills, the tutor gives Derek a worksheet (of a type he has done before with some help) where the task is to fill in the gaps 10 - 20 - 30 - 40 - .... and then leaves him to complete it, and to check his work with a completed copy.

Although Derek's groups are very diverse in their learning needs and goals, there are some shared learning activities. The group work in pairs to discuss the strategies they use for remembering numbers. All the group members set themselves tasks in remembering numbers that are important to them.

Following a discussion on shopping, the group decides to carry out a survey of supermarket prices. Each learner takes on some tasks, according to interests and learning goals and Derek and his volunteer tutor draw up a short list of items for Derek to take to his local shop and record the prices of the items.

### Ongoing Guidance and Support

Derek and his volunteer tutor jointly fill in a record sheet each week, where they note the work done and how Derek feels about it. Derek finds the comment section difficult to start with, so the tutor gives him some comments to choose from, starting with a basic choice of easy/hard/OK and gradually asking for more detailed feedback on what he finds useful and which ways of working he prefers. They also record the work Derek is to do outside the group each week with the help of his support worker.

After eight weeks Derek and the volunteer tutor spend time looking over the work Derek has done and identifying progress.

The tutor asks Derek how confident he now feels about carrying out specific money handling tasks. She reminds Derek of the goals he had agreed on and encourages Derek to decide for himself which outcomes he has achieved or nearly achieved. She suggests ways they could check his progress - he could look again at some worksheets he did in the first few weeks with a fair amount of help and see if he could do them unaided.

Derek, another learner and the tutor role-play some shopping tasks and Derek is able to carry out his role successfully.

The tutor gives Derek some of the work that he was doing with support in the first few weeks in the group to see if he can now manage it more independently.

Derek and his volunteer tutor record his progress in his Progress File.

Derek agrees to check his progress beyond the 'classroom' by going to a pub that week and buying a pint.

After another eight weeks the group tutor arranges to have a longer chat with Derek and later with his volunteer tutor about his progress and other learning opportunities.

They look over the work together and the tutor asks Derek to describe any occasions when he has used money in the past week. Although Derek has managed once or twice to achieve his goals of buying a pint or two or three shopping items independently, this has not yet become a normal part of his

routine. Derek agrees to talk to his support worker about getting more opportunities to practise his skills.

With Derek's permission the group tutor adds a note to his record sheet for his support worker, suggesting some independent shopping tasks that Derek could carry out over the next few weeks.

The group has been looking at the short course programme for the next term and Derek agrees that the short course on budgeting might be helpful for him as a next step.

Derek does not want to leave the group yet and decides that he still wants to practise working out sums of money and that he has more numeracy goals that he would like to work on. After consultation with Derek's support worker and the programme manager, everyone agrees, that the numeracy group he is attending and where he now feels relaxed and confident is the best place for Derek to address his numeracy goals. Derek and the tutor agree that he will work with a different, less experienced volunteer tutor and that he will bring work from his short course which will form the main focus of his learning for the next term. They will then review possible options again.

### Recognising Progress

Derek adapts to the routine of adult learning, coming regularly and punctually to sessions. He gradually comes to appreciate the connection between the learning and leaching activities and his goals. He is always willing to work on individual tasks, but does not learn to take risks and remains anxious when the volunteer is busy with others. As a numeracy learner, Derek is able to appreciate that coins are a unit of measurement and recognises the written and verbal forms of the amounts he deals with. Derek is now aware of the different ways prices are displayed in different settings. After his support worker has been asked to help, Derek begins to successfully transfer learning in the "classroom" to real-life shopping situations. Derek says he feels more able to speak up for himself as a result of joining an adult group.

### Preparation for Exit

At the end of his budgeting course, Derek and the short course tutor complete an evaluation of the course, which he adds to his Progress File.

He enjoyed the course, but has not yet employed any of the skills they practised outside the group.

The numeracy group tutor and Derek review his progress in the numeracy group and complete the review of learning section in his Progress File. The group tutor explains to Derek that she thinks he needs more opportunities to practise his use of money outside the numeracy group. She suggests that Derek should have an interview with the guidance worker to discuss other options for continuing his progress to becoming more independent in his daily life.

Derek, his support worker and the guidance worker have a meeting. The guidance worker asks Derek about his daily routine and tries to identify any changes to his uses of money. She asks Derek how he feels in situations that involve handling money.

Derek agrees that he has acquired the skills necessary for handling small sums of money and doing small amounts of shopping but is still not using money independently very much. Derek mentions that some of his friends work in the cafe at the Adult Day Centre he attends and this involves using the till and he would like to do this too.

The support worker agrees that Derek will be given more responsibility for doing his own shopping and she will support him in working in the cafe so that he is handling money on a daily basis. The guidance worker suggests that the support worker could attend a training session run for people supporting learners who are leaving tuition to help her feel more confident. The guidance worker asks Derek about his other interests and helps Derek to use the database of local learning opportunities to print out details of a cookery course at the college, which he might like to try.

They agree that Derek will move on from the numeracy group at the end of term.

### Evelyn – A Numeracy Learner

#### Initial Contact and Interview

Evelyn is a learner who contacted the programme directly. Her children are now at school and she wants to be able to help them with homework. She has part-time work in a supermarket but would like to get better paid work in the future. She didn't like maths at school but thinks she is OK

at handling money. Reading is fine but she doesn't have time to read much. She can manage notes to school and doesn't need to do much writing.

She decided to try a numeracy group because she heard about it from a friend but she is worried that all the other adults in the group will be much more advanced than she is. She hasn't been to any classes since she left school except antenatal ones.

After discussion at the initial interview she says her goals are to:

“feel confident with the maths my children are learning about and to find out if I could manage to get a qualification in numeracy?”

#### Introduction to Adult Learning

As Evelyn has little experience of adult learning she is offered the opportunity to attend an Introduction Course before joining an ongoing numeracy group.

During the Introduction Course Evelyn works on her study skills and establishes what some short-term: numeracy goals might be. She gets used to the routine of attending a weekly course, keeping a record of her work and doing some homework. She overcomes her initial anxiety at speaking out in a group and enjoys meeting the other learners.

She is still anxious about joining a numeracy group so the tutor suggests she makes a couple of visits to the programme's drop-in numeracy provision. This gives her an opportunity to meet some tutors and learners and to make a start on some numeracy work before joining a group.

#### Assessment and Negotiation

Evelyn then joins the numeracy group where she discusses her goals with the group tutor.

The group tutor introduces her to a volunteer tutor who will work with Evelyn over the next few weeks.

The tutor suggests Evelyn work through a variety of calculations and problems to establish precisely the areas she needs to work on. After working through some sums, Evelyn is able to identify an area she needs to work on, subtracting with borrowing.

#### Learning and Teaching

The tutor gets Evelyn to talk through the method she remembers learning at school and helps her to understand the processes involved. They work through several

examples together and Evelyn writes out a step by step model that she can refer to when doing some more practice at home. The tutor encourages Evelyn to estimate a sensible answer before carrying out the calculation and to check her answers by reversing the process.

The volunteer tutor encourages Evelyn to look critically at the books available and to decide which ones she finds most helpful. She helps her to get started on using some computer programs to practise her calculation skills and to work on various types of problem solving.

The group tutor matches Evelyn with another learner at a similar level so that they can do the same problems and discuss different ways of arriving at the right answer. Evelyn brings in examples of number problems from her daily life, e.g. budget, to work on.

The group members work in pairs to discuss the strategies they use for remembering numbers. All the group members set themselves tasks in remembering numbers that are important to them.

Following a discussion on shopping, the group decides to carry out a survey of supermarket prices. Each learner takes on some tasks and Evelyn brings in information on her local supermarket. She helps with word processing a report of their survey and entering information on a spreadsheet so that they can produce graphs to illustrate their findings.

### **Ongoing Guidance and Support**

Evelyn records the work she undertakes each week in the group and at home in her Progress File. She notes her feelings about the usefulness of the activities she is doing and when she feels ready to try new things. She will refer back to this record when she discusses her progress with the group tutor.

After eight weeks Evelyn reviews her work with her tutor and records her progress in her Progress File. Evelyn has already achieved one of her goals, as she now feels confident helping her children with their homework. The tutor suggests that Evelyn work through some of the material for an SQA Core Skills numeracy unit in preparation for a short course that will be running later in the year.

Evelyn will need some childcare support to enable her to attend the short course and the tutor gives her information about an After School Club in her area.

### **Recognising Progress**

Evelyn has successfully learned to be an adult learner. As a numeracy learner, she has made a number of changes. In particular, she has made very noticeable changes in her ability to use 'common sense' and share her knowledge and methods with others. She fully appreciates the need to match the way she solves a problem to the situation, purpose and people involved. At home with her children she is using numeracy in new ways. She has become much more confident and is also actively looking for new activities to join within her local area.

### **Preparation for Exit**

Evelyn attends the short course and successfully completes the Core Skills unit. She then has a guidance interview where she agrees that she has achieved her goals in numeracy. She is keen to carry on learning but is not sure what her next step should be. The guidance worker helps her find information on some of the courses available locally and she decides to apply for an Options and Choices course run at the college.

## THE CURRICULUM IN COMMUNITY LITERACY AND NUMERACY

The curriculum in community literacy and numeracy programme is based on:

- recognising that literacy and numeracy are complex capabilities rather than a simple set of basic skills
- recognising that learners are most likely to successfully develop and retain the knowledge, skills and understanding that they see as relevant to the problems, changes and challenges they face

### The Idea of Complex Capabilities

For many people the obvious aspect of literacy and numeracy is the skills aspect: the mental and physical abilities involved in recalling basic facts and rules and recognising and reproducing letters, numbers, signs and symbols. When we see someone doing a literacy and numeracy task, these skills are 'on the surface' and visible because the skills are how the person is getting the task done. However, being literate and numerate as adults involves more than skills.

When using the skills, we are also drawing on our mental store of ways of 'doing' literacy and numeracy, in other words, our knowledge of the social conventions for carrying out tasks. For example, adults reading the main news story in the paper use skills in recognising and decoding the printed words and at the same time draw on their knowledge of the news story conventions, combining this with their skills to make sense of the text. Our knowledge of what gets done through literacy and numeracy serves to guide and focus the way we use our skills.

Knowledge and skills are essential but they are not sufficient for using literacy and numeracy, especially in the information age. Adults need to be able to critically question and evaluate as they read, write or use maths so that they can decide what course of action to take. Looking at the example of the news story above, we do not simply want to know what the story says but also to ask ourselves how reliable and informative it is. To take a numeracy example, adults

shopping in a supermarket recognise and calculate numbers and combine these skills with a knowledge of the conventions for displaying prices and quantities to work out costs. But adults do not simply want to know costs, they want to decide what represents the best value. To decide how relevant and reliable the ideas and information we handle are to our own purposes, we need to appreciate that the conventions (for news stories or supermarket pricing) are designed by people therefore we need to consider the purposes and interests those conventions might serve or frustrate. This critical questioning and evaluation aspect of using literacy and numeracy is concerned with understanding why the ideas and information we handle as we read, write and use numeracy are as they are and why we might choose to act differently than if we simply took things at face value.

Reading, writing and using number are not skills adults exercise for their own sake but activities firmly rooted in getting things done in the different roles we play as private individuals, family members, citizens, workers and learners. Once we focus on using literacy and numeracy in adult life, we can see the importance of recognising the capacity to use literacy and numeracy as involving knowledge, skills and understanding.

What difference does the idea of complex capabilities make to the curriculum? Firstly it means that tutors and learners need to pay attention to, and to go back and forth between, developing all three aspects rather than assuming a linear development from skills to understanding. In this way the curriculum models the way knowledge, skills and understanding interrelate in real-life uses.

Many early literacy schemes saw their role as teaching the 'basics' but soon found some of the learners who came had a grasp of these skills, however rusty, and needed to learn to use their skills in context. Other learners had poor skills but considerable experience of participating in situations where literacy and numeracy were being used and could make good use of their knowledge and understanding, at least once they realised that this was a legitimate strategy. It is true that very often learners

at first will say 'I no good at mental arithmetic' or 'I don't write because I can't spell', but we need to be mindful that skills are easy to describe. Learners may be unable to name and explain the gaps in their knowledge or their inability to select from what they know to suit their context and purpose or to use literacy and numeracy critically to decide a course of action.

In community literacy and numeracy programmes tutors develop the curriculum 'organically' around the literacy and numeracy tasks that learners experience in their roles as private individuals, family members, citizens, workers and learners. (This is very different from the 'linear' approach found in Mathematics, English or Communications courses in formal education. A linear approach to the curriculum involves the teacher leading students through a predefined sequence of ever more complex mathematical or language tasks in the classroom until each learner reaches the limit of his or her capability.) In an organic approach, tutors select the knowledge and skills that are most relevant to the individual learner's goals, then build around this very learner-centred content learning and teaching activities that will help the learners make sense of the possibilities, constraints, choices and consequences of using literacy and numeracy in real-life contexts.

This organic curriculum has three aspects: developing technical ability (skills); developing flexible competence (knowledge); and developing social and critical awareness (understanding). When working on technical ability, learners and tutors are treating literacy and numeracy as a uniform and fixed set of skills; when developing competence through knowledge, we are treating literacy and numeracy as a group of stable but variable conventions; and when developing social and critical awareness, we are looking at literacy and numeracy as dynamic social practices. All three aspects are important in the curriculum.

### Working on Skills

The need to cover all three aspects in teaching and learning means the tutor and learner must be very selective about the skills they want to focus on. There is a wealth of printed and computer based skills worksheet' material now available and it can be tempting for the learner to simply work through everything s/he cannot do. The routine facts, formulas, rules and skills found in these worksheets can be thought of as the 'small parts' of writing, reading and numeracy and

learning these involves memorising and practice. This kind of learning needs repetition and reinforcement not just through study at home but through using the skills in the context of an actual literacy or numeracy task. We know now that learners will find it difficult to retain skills they are not able to use in some way, so the more focussed the learner and tutor can be on the most usable skills, given the learner's goals, the more quickly the learner will make progress. Ways of finding out what skills to work on are discussed fully later on in the Guide in the sections on initial contact and interview and assessment and negotiation.

### Working on Knowledge

One of the reasons that focussing on skills and the 'small parts' of reading, writing and numeracy is attractive is that the basic skills, rules and facts seem stable and indisputable. For many aspects of literacy and numeracy there is no single, unqualified answer to the question 'What do I do here?' We cannot offer learners a ready made, fixed set of conventions (e.g. the genres of letters, forms and reports, the processes for checking probability, working out area and reading off data from tables) and claim this 'toolkit' will cover all real-life eventualities. As with skills, we need to select the knowledge that will be most relevant, given the learner's goals, and which the learner will find most easy to retain in the long-term. Ways of finding out what specific knowledge to work on are discussed fully later on in the Guide in the sections on Initial Contact and Interview and Assessment and Negotiation.

Alongside specific knowledge, learners also need to develop a sense of how to apply what they know to real contexts and purposes and to develop an awareness of general principles. Some of the learning and teaching activities should be designed to show that in real life the ideas and information learned will need to be adapted because conventions are less stable and more variable than we might think. This is what is meant by *flexible* competence. By exploring real-life uses in context (where the learner often knows more than the tutor) we can learn how acceptable uses of literacy and numeracy depend on the different purposes, choices and negotiations possible

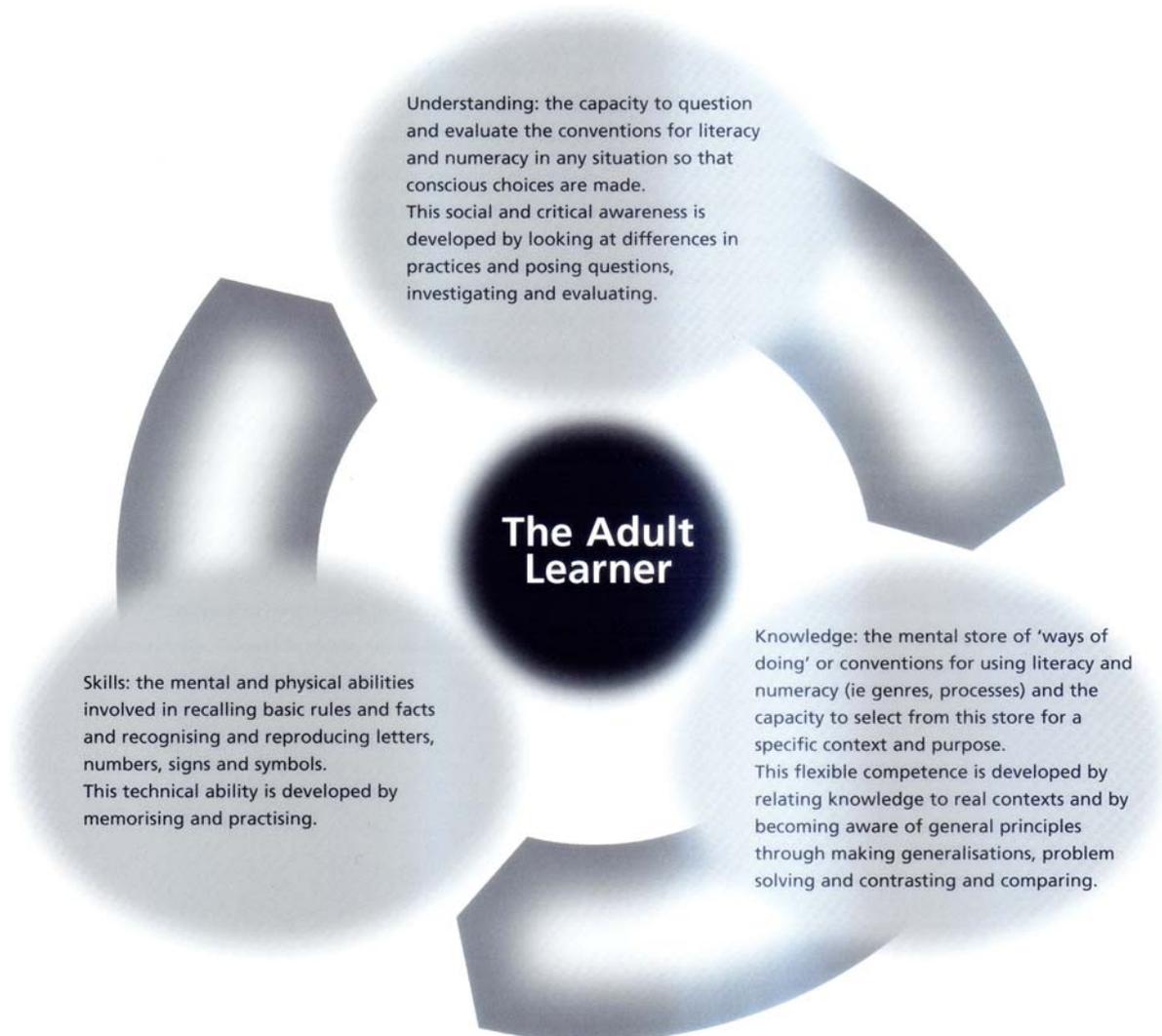
in any situation. The focus on uses in context is important because learners need to be able to draw on their knowledge according to a specific context and purpose. The activities should be designed to promote reflection on the variation in specific real-life tasks so that learners are reacting to, questioning, explaining, reasoning and justifying why a real task 'works' or 'doesn't work'. The process of reflection helps learners to make explicit their unconscious knowledge and to begin to use this.

The counterpart of exploring specific uses in context is the idea of developing knowledge of general principles. General principles help us to adapt the routines we have learned so that we not only know how to do something but are aware of the underlying principles and can appreciate how the routine would work differently in other contexts. Routines can be learned quickly but are ultimately restrictive (this problem can be much more significant for adult learners who can immediately compare the 'classroom' tasks with the real world). Learners need time to develop a knowledge of general principles but become less dependent on the tutor to say whether something is right or wrong and are able to evaluate their own work. General principles include being aware of the differences between spoken and written language and understanding that maths is a language. These ideas are discussed in the section of the Guide on Recognising Progress.

### **Working on Understanding**

To develop an understanding of literacy and numeracy it is helpful to stand back from working on tasks and take time to reflect on the idea of practices: the ways literacy and numeracy are used in different contexts and the values attached in these uses. It is helpful to be aware that practices change across time and place and between social groups. This is even more true as information and communications technologies rapidly change the way we lead our lives. Developing social and critical awareness enables learners to become more reflective and self-directing in their uses of literacies and numeracy. Being able to understand and question who produces the ideas and information in the literacy and numeracy tasks we handle, from whose standpoint these are produced and with what intended effect critical to choosing a course of action in the many different roles we play in the knowledge economy and knowledge society. It also means being aware that different social groups have different practices depending on their age, gender, culture, etc, so that changing your practices will involve issues of power and identity. Reflecting on this issue of social difference is an important part of deciding the choice any individual wants to make. The learning and teaching activities here will be designed to question, investigate and evaluate the nature of literacy and numeracy as social practices.

## DEVELOPING LEARNERS' KNOWLEDGE, SKILLS AND UNDERSTANDING



### **The Different Learning Options**

Since the early days in literacy work, when all tuition was in individual 1:1 pairs, a variety of different learning options have been developed. Each of these will suit the needs of different learners and a good practice will try to offer learners some choice either on entry or at a later stage (though choice is inevitably very restricted in isolated areas). The table on the next page highlights the advantages and disadvantages of various options.

We have highlighted the opportunity for shared learning in the table because the knowledge and understanding aspects of the curriculum are easier to work on where

learners can interact and discuss their ideas together. Learners can find it quite hard to make their reactions, ideas and questions explicit to a tutor whom they feel 'knows this already' or 'might not agree with me' whereas they can genuinely see the point of explaining their thinking to another learner. A good relationship and purposeful activities can overcome this reluctance where tutors are working with individual learners, but even within individual learning options careful identification of common learning needs can create some scope for learners to work together.

<b>The Different Learning Options</b>		
<b>Advantages</b>	<b>Learning Options</b>	<b>Disadvantages</b>
Learners make a clear commitment to attend for a manageable and foreseeable period of time. Ample scope for shared learning by bringing together learners with common goals.	<b>Short Course (day or weekend or up to 20 hrs)</b> <i>offering shared learning</i>	Immediate placement is not possible. If a learner misses a session or two, s/he can get 'lost' and may need to repeat the course.
Learners make a clear commitment to attend regularly for a given period of time and know what they can expect to achieve. Very good scope for shared learning by bringing together learners with common goals.	<b>Fixed Length Course</b> <i>offering shared learning</i>	Immediate placement is not possible. A learner who misses one or two sessions needs to catch up.
As Fixed Length or Short Course above.	<b>Additional Option for some learners or 'Built In' Strand for all learners within a broader community learning course/project</b> <i>offering shared learning</i>	As Fixed Length or Short Course above.
Immediate placement and fairly flexible attendance are possible. Encourages learners to be independent and self-directing. Some scope for shared learning by booking similar learners into the same sessions. Booking also allows learners with limited capabilities to be well supported by keeping numbers low in some sessions.	<b>Supported study centre with a booking system</b> <i>offering individual/shared learning</i>	Fairly experienced tutors are needed to make the most of opportunities for shared learning and to support learners with limited capabilities. The ongoing nature of the offer means some learners don't make an effective commitment.
Termly enrolment makes clear learners' commitment and encourages regular attendance. Learners can expect to negotiate a curriculum that meets their needs. Good scope for shared learning by enrolling similar learners into the same group.	<b>Group with termly enrolment</b> <i>offering individual/shared learning</i>	Immediate placement is not possible but offering induction courses and short-term 1:1 can counteract this problem. Fairly experienced tutors are needed to negotiate curriculum with the group that suits all learners' needs.
Immediate placement is possible. Learners can expect to negotiate a curriculum that meets their needs. Some scope for shared learning by enrolling similar learners into the same group.	<b>Group with ongoing ('roll-on/roll-off') enrolment</b> <i>offering individual/shared learning</i>	The ongoing nature of the offer means some learners don't make an effective commitment. Scope for shared learning is possible for fairly experienced tutors but scope is limited due to difficulties of planning given fluctuating group size and membership.
Immediate placement and very flexible attendance are possible. Encourages learners to be independent and self-directing. Suits learners working shifts or juggling priorities and those with very specific and realistic short-term goals.	<b>Supported study centre with a drop in system</b> <i>offering individual learning</i>	Fairly experienced tutors are needed to respond quickly to new needs and support learners with limited capabilities (who can be asked to attend less busy sessions). The ongoing nature of the offer means some learners don't make an effective commitment. No scope for shared learning except ad hoc.
Learners have some social contact with other learners and so can appreciate they are not unique. Volunteer tutors get immediate direction and support from the advisor overseeing the session.	<b>1:1 pair within a Study Group of several pairs</b> <i>offering individual learning</i>	Not cost effective to deliver via staff. Immediate placement depends on availability of suitable volunteers. Usually no scope for shared learning although the advisor can offer shared learning at intervals (e.g. every fourth session). Learners can become dependent on their tutor and reluctant to move to other options. Attaching the pair as 'satellite' to a group or course before the learner moves on from 1:1 can ease the transition.
Learners who feel very anxious about entering tuition can feel less exposed due to the privacy of this type of 1:1. Intensive individual learning can address complex needs or specific barriers to learning. Makes learning available to those living in rural areas from whom travel to other options would not be possible.	<b>1:1 pair in isolation</b> <i>offering individual learning</i>	Only cost effective to deliver via staff short-term. Immediate placement depends on availability of suitable staff member / volunteer. Volunteer tutors get limited direction and support. Learners have no contact with others and can become dependant on their tutor although this risk can be reduced by time limiting isolated 1:1 pairs.

## TUTORING AND GUIDANCE IN COMMUNITY LITERACY AND NUMERACY PROGRAMMES

This part of the Guide is presented in the order that learners experience as they join, move through and leave programmes:

1. Initial Contact and Interview
2. Introduction to Adult Learning
3. Assessment and Negotiation
4. Learning and Teaching
5. Ongoing Guidance and Support
6. Recognising Progress
7. Preparation for Exit

At some points in this section we refer to 'staff responsible for guidance' or 'guidance workers'. Here we mean specialists in literacy and numeracy who may also be tutors (and very often are the learner's current tutor) but who are working in a guidance capacity at the particular point in time being described. Good practice programmes will have a strong focus on guidance so that learners have a real sense of moving through the programme and making choices, not just at the beginning and at the end, but as they go along.

### Initial Contact and Interview

It is essential that the potential learners or the staff by whom they are referred are given reliable information at initial contact. They will want to know the purposes of the programme, the learning options available, when and where they can learn and what costs, if any, are involved. Staff responsible for initial guidance need to ensure that a variety of written information is available to suit different enquirers and that anyone in the organisation who may act as a first contact is familiar with this information and can give advice and judge how much detail is needed at the initial stage.

All potential learners who believe the programme might meet their needs, including those being referred by others, should be offered an individual confidential interview to help them make sense of their learning needs and whether the programme is right for them at this time. This interview should be structured but informal.

The main areas the guidance worker and the potential learner will want to cover are:

- a discussion of the types of literacy / numeracy activities the learner currently engages in and for what purposes, e.g. reading notes and labels for information, writing birthday cards and letters to friends, completing mail order forms
- a self-assessment of the tasks the learner feels comfortable with and the aspects of literacy / numeracy which the learner feels s/he might want to improve
- an initial identification of the possible learning goals, e.g. mental arithmetic when shopping, fluency in reading fiction, more accurate spelling at work
- an outline of the programme and what the learner can expect from it
- some information about the learner's availability and preferences and past learning experiences both at school and as an adult
- any specific additional support the learner might need, e.g. materials in larger print, creche facilities or an induction loop, as well as any health difficulties or medication that may affect concentration, memory, etc

The guidance worker needs enough information to decide if the programme is suitable for the learner and to make a decision about what learning options to offer initially. S/he will want to stress the importance of the learner setting their own learning goals and using these to determine success as this approach may well be very different from the learner's expectations

However, s/he also should use the interview to alleviate some of the anxiety experienced by adults returning to learning and to ensure learners know how common literacy and numeracy difficulties are and get some idea what they can achieve through the programme. An opportunity to visit a learning option and meet tutors and learners may help potential learners to make up their minds.

Finally, the guidance worker will need to record the information needed by the organisation to evaluate the programme's effectiveness in attracting and meeting the needs of a range of learners, e.g. age, gender, ethnic origin, employment status or disability. The guidance worker will want to explain the purpose of this and any other information recorded and reassure the potential learner that it is held confidentially.

The balance between information gathering and reassurance is a matter of judgement. Some learners will be happy for their self-assessment to be prompted by using sample materials or tasks, e.g. a local newspaper, a personal letter, an advert giving prices. Some will welcome the opportunity to discuss any potential negative feelings and/or barriers to adult learning that the tutor will need to take account of. Others will feel too anxious to use prompt material or to discuss feelings and barriers openly at this stage. For many learners the initial interview is the first time they have talked through their needs and expectations and it is important to listen to potential learners' accounts of their experiences and motivations. This process helps learners to make their own decision about the programme (many have been encouraged to come by others) and it is very common for learners' goals and expectations to subsequently shift and change in the light of this discussion.

If, at the end of the initial interview, the guidance worker does not have enough information to decide if the programme is suitable for the learner or to make a decision about what learning options to offer initially, then a further meeting should be arranged. S/he may also need another opportunity to outline what the learner can expect of the programme and what is expected of him/her. This dedicated time prior to entering tuition helps to ensure that learners enrol at a good time and for good reasons and so are more likely to be successful.

### **Introduction to Adult Learning**

Nearly all new adult learners will benefit from an introduction to adult learning. The aim of introducing adult learning is to help learners understand how to be successful learners, to help them to find out about their own learning styles and to work out the commitment they can make to learning at this time. The introduction will help learners to understand why it is so important for them to identify their own goals and to decide the outcomes they want to achieve by working on those goals. The introduction to learning is particularly important in literacy and numeracy work because the prior learning experiences of many learners have been negative or at least unrewarding. The work on learning to learn cannot be completed within the initial interview unless the learner has already had positive adult

### **Prompt Questions**

Prompt questions should be positive and focus on everyday activities in which the learner may already participate, for example:

- When do you come across reading, writing or numeracy at the moment?
- What kind of situations and people are involved?
- What type of things do you yourself write, read, or use numeracy for at the moment?
- What ways do you have of making these things easier to do?
- What kind of help do you need or get from other people at the moment?
- How do you feel about writing, reading, numeracy in these situations?
- What about other situations?

NB Often the learner's first response is that they don't read, write or do maths and it is important to explain that literacy and numeracy in adult life are much broader than the books or formal writing and mathematics typical of school learning.

learning experiences. Most new learners, therefore, need the introduction to adult learning. This can be built into their first learning option or offered as a discrete course prior to joining their first learning option.

In either case, staff responsible for guidance will need to design an induction package or course to help learners appreciate that successful learners are active rather than passive participants. Often this means learners have to make a radical departure from their assumptions about education as something 'done to' the learner and success as something measured by others' criteria. The induction package or course has a key role in helping the new adult learner to become an active and critical participant in learning.

The key elements in the induction package

- an explanation of the principles of community learning and the importance of learners setting their own goals and monitoring their own progress towards these
- an exploration of previous learning experiences to identify the learners' preferred learning styles (see below) and of how these can be taken account in the programme
- an exploration of memory strategies (visual, aural and motor/kinaesthetic), reinforcement techniques and ways of organising, summarising and retrieving information
- a discussion of the importance in adult learning of asking questions and giving feedback to other learners and the tutor
- a focus on planning to help learners identify how they will organise their time and create an effective space for study and consider any informal help they might need from existing supporters to learn successfully
- an explanation of the learning options available in the programme and possible pathways from entry to tuition to exit

## Learning Styles

By looking back at previous learning (especially in adult life) learners are usually able to identify their preferred way to learn. Four stereotypical learning styles can be described but many learners will recognise themselves in more than one style:

**Experiential learners** like to 'get stuck in' and don't mind making mistakes. They want to grasp new ideas and information by trial and error and quickly get bored with demonstrations of tasks or going back over tasks.

**Conceptual learners** like to get the big picture and check out the connections between the parts and the whole. They want to know the reasons underlying processes and are dissatisfied with shallow temporary explanations.

**Reflective learners** like to be shown new ideas and information and given time to think things through. They like to have examples and to be able to ask questions and collect plenty of information before they have a go themselves.

**Purposeful learners** like to see the point of new ideas and information and to know how they will apply to their immediate needs. They like to be told the best approach and to be given step by step techniques that will get obvious results.

NB Learners will also have strengths and weaknesses in terms of memory. Some learners rely heavily on visual memory and retain mental pictures. Some learners use auditory strategies where sounds are retained. Other learners rely on motor (or kinaesthetic) strategies involving shape and touch.

## Assessment and Negotiation

When the tutor and learner first begin to meet they will need to work through an assessment and negotiation stage. During this time the tutor will be learning about the learner's practices (i.e. uses, contexts for and values attached to literacy and numeracy) and how these relate to his/her existing knowledge and skills and goals as an adult learner.

The aim of this initial stage is to work jointly to identify learning goals that appear to be achievable and realistic, given the learner's capabilities, and to find out what learning will be relevant and meaningful in the learner's life. Some information will be available to the tutor from the learner's initial contact and interview and it will be important to check out how the learner's needs and expectations have shifted and changed in the light of the discussion at the initial interview.

The assessment and negotiation process can take time and the learner should begin to work on purposeful tasks as soon as possible, while the process continues. By the end of this stage the learner and tutor should both be clear about:

- the learner's goals
- what the learning will involve (main steps, time commitment, etc)
- how learning can make a difference in the learner's life

These three elements, the learning goals, the learning itself and the intended outcomes, will form the basis of an individual learning plan.

## The Learner's Practices

Many adult learners have very general and wide-ranging learning goals when they first contact the programme and find it difficult to be specific or selective. To help identify the changes that the learner wants to achieve beyond the 'classroom' and work out realistic and meaningful goals, the tutor and the learner will need to understand the learner's practices by finding out about his/her uses and contexts for literacy and numeracy.

The chart on the next page sets out the information the learner and tutor will need in order to get a picture of where the learner is now. By comparing current practices with

the learner's potential goals the tutor and the learner will be able to narrow down these goals and find out where the learner wants to get to. Making out a chart like the one shown is a good starting point, but it will also be useful to collect some examples of the tasks experienced by the learner. As well as collecting and organising information, the tutor will need to learn about the values the learner attaches to these different uses. For example, some learners may place great significance on the difference learning can make to their roles as private individual and family members but feel less strongly about their roles as citizens, workers or learners. Individual values will affect the potential learning goals. It is very important that from the very start the learner and tutor are working together to establish what will count as progress in terms of meaningful changes in the learner's life.

The level of detail the tutor and the learner need is directly related to the nature of the potential learning goals. If the learner does have goals that are specific and immediate and the 'gap' between current capabilities and goals is easy to appreciate, then much less detail is needed than if goals are general and long-term and/or the 'gap' between goals and capabilities appears significant.

As a way of understanding the learner's practices the learner and the tutor will want to consider the four main areas of adult life and the four typical broad purposes. They will want to find out what the learner's uses and contexts for those uses are like, i.e. what tasks are done, with what purposes, with whom, and in what setting. The chart on the next page provides a way of thinking through and organising this information. The learner and tutor need to compare current practices with potential goals so that they can narrow these down.

The boundaries between the four typical broad purposes and the four areas of adult life are not tight. For example, a friendly note to a work colleague may involve both getting things done and sustaining the friendship. Also the boundary between, for example, public life and private life can become very loose: something that started out as a hobby later becomes a special interest and later still leads to public action.

## The Learner's Practices Chart

Four Areas of Adult Life	Typical Broad Purposes	Specific Purposes (why?)	Task (what?)	People (with whom?)	Settings (where, when, how?)
<b>Working Life</b>	Getting things done	For example: Recording information, exchanging information, giving instructions,	For example: notes, manuals, logbooks, memos, forms, minutes, database entries, spreadsheets	For example: supervisors, customers, colleagues, employees	For example: in the warehouse with computers regularly, at reception with pen and paper
<b>Private Life</b>	Being yourself and sustaining your relationships	celebrating, sympathising, recording personal information, narrating.	birthday cards, personal notes, emails, letters, diaries, family histories, financial records, novels, magazines	friends, family, neighbours, club members	at the kitchen table with pen and notebook occasionally, at the social centre with tiles and calculators
<b>Public Life</b>	Making decisions	analysing, debating, justifying, learning and demonstrating learning,	posters, leaflets, newspaper editorials or reports, policy documents, campaign websites	voters, journalists, campaign workers	in the canteen with a newspaper twice a week, at the union meeting with papers regularly
<b>Educational Life</b>	Developing new knowledge	Learning and demonstrating learning	Essays, online packages, textbooks, training manuals	students, trainees, teachers, trainers examiners	in the library with books daily, in the learning centre using computers once a month

### The Learner's Existing Knowledge and Skills

Among the information that the guidance worker who carried out the initial interview will have made available to the tutor will be the learner's self-reported strengths and weaknesses. Depending on the circumstances, these may be general ('I can't handle formal letters/complicated calculations') or specific ('I'd like to be able to use a dictionary/do percentages'). The guidance worker may also have noted sample material with which the learner was asked to compare his/her capabilities or have handed on examples of material that the learner brought in. Learners may have over- or under estimated their capabilities in this self-assessment, so the tutor will need to confirm how reliable the information is.

What adults can and cannot do is often uneven and unpredictable. This unevenness in abilities should be treated as normal and as a characteristic of adult learners. It happens because adult capabilities are a result of people's uses of literacy and numeracy, their understanding of tasks in context, their previous informal learning in everyday life and remembered formal learning. This means that the learner's existing practices will help the tutor to form a general idea of the learners levels of ability.

Using the earlier work done on the learner's practices as a guide, the tutor will need to decide what to focus on and gather more information by looking at the material the learner brings in from home, work, etc, and also by using specific assessment tasks.

The closer the assessment tasks are to replicating real contexts and the real purposes and choices made when using literacy and numeracy, the more reliable the assessment will be. Tutors will often have access to a bank of suitable materials or they may need to design tasks, or adapt or select these from published materials. The tutor will need to notice how the learner completes these tasks in the classroom' and to discuss how the learner's performance compares with real-life contexts. (Another advantage of realistic assessment tasks is that learners are more likely to feel that they are doing purposeful work rather than merely preparing for this.)

The purposes of the assessment are to confirm whether the learning goals they have negotiated are realistic and achievable and to identify some of the steps that are likely to be involved in the learning. For these purposes the tutor will want to know whether the learner is struggling with literacy or numeracy (the so-called 'beginner'), having difficulties in many aspects, or coping with many aspects. A small minority of learners will be confident in literacy and numeracy but have a very specific need or concern. Whatever the level (and levels may be markedly different for writing, reading and numeracy), the tutor should pay particular attention to specific 'unpredictable' strengths and weaknesses in knowledge and skills.

Standard test materials which aim to measure abilities against a linear scale of competence will not necessarily be useful for the purposes of an individual learning plan. These test materials are not designed to identify learning goals or to highlight the characteristic unevenness in adults' capabilities. They are designed to compare learners with others via a simple score on the basis of a small number of tasks carried out in a short period of time. Most standard tests involve de-contextualised tasks (to make administering and scoring them easier) and so do not adequately reflect real uses and contexts. Also these tests can often trigger anxieties for the new learner because they look like school tests and can evoke negative memories.

### The Individual Learning Plan

During the assessment and negotiation stage the tutor and learner will have built a more detailed picture of the original or renegotiated learning goals and they will have established the outcomes the learner wants to achieve. Being very clear about where learners are now and the steps they must take to move

towards their goals is important. This is because learners should not be treated as 'empty vessels' to be filled, but as adults with existing experience, knowledge and skills in literacy and numeracy that they can bring to the learning. Once the tutor has established the learner's existing knowledge and skills in relation to the learning goals, s/he will often have a good idea of the areas to concentrate on. This will be easier for more experienced tutors to be confident about. Tutors should be careful not to assume the gap in knowledge and skills is self evident and should try to learn as much as possible about the knowledge and skills each learner can build on and each learner needs.

The learner and tutor now need to record the learning goals in an individual learning plan together with an outline of the steps involved and what will count as progress towards the learner's intended outcomes. The tutor will want to break the learning goals down into the specific, measurable, achievable, realistic and time bounded learning objectives. The tutor needs to decide a logical order for working through these objectives.

The tutor and learner will want to consider these questions:

- Which learning objectives are going to be 'new ground' for the learner and so should be designed as tutor-led activities?
- Which learning objectives seem to be within the learner's grasp and possible with a carefully structured approach (see below) or with support from another more experienced learner or from a volunteer?
- Which learning objectives are a small step for the learner and possible as a self-directed, independent activity?

Before making decisions on methods and content the tutor will need to know about the learner's preferred learning style and memory strategies (see page 25) and ability to be self-directing as a learner. S/he will want to take account of the learner's previous experiences of learning at school and in adult life.

In the case of number, some skills are best learned in a particular order. One numeracy skill builds on the understanding of another and tutors need to consider this order when planning.

## Usual Order of Numeracy Skills

**Number recognition:** Spoken words and written figures, concepts and language for size, time, comparison, measurement

**Counting:** Objects, coins, hours round a clock; recognising groups without counting

**Number bonds:** Different ways of making 10

**Simple addition and subtraction:** Adding single digits, understanding subtraction as opposite of addition

**Place value:** Understanding  $\frac{2}{3}$  figure numbers, and the significance of a zero in these numbers

**Counting in 2s and 10s and 5s:** Count 2 and 10p coins to arrive at a total sum, counting round clock in 5 minute intervals

**Multiplication:** Idea of doubling and times 2, easier table facts, multiply by 10

**Addition and subtraction:** Addition of larger numbers and subtraction using decomposition or other methods

**Division:** Idea of division as opposite of multiplication, using knowledge of table facts to divide

**Decimals:** Recognising and understanding decimal money, pennies as fractions of a pound, addition and subtraction

**Fractions:** Recognising and understanding fractions in real situations, how to write fractions, equivalent fractions

**Percentages:** Recognise % in real situations and understand as fractions of a hundred

**Fractions/decimals:** Understanding that decimals are fractions, size of fractions and decimals relative to one

**Multiplication and division:** Knowledge of methods (including calculator) to use with larger numbers, decimals and fractions

However, this usual order for learning should not override the importance of enabling the learner to achieve a particular goal quickly and effectively. If, for example, a learner is working with money, it follows that counting in 10s, 5s and 2s is very useful and the tutor may decide to teach the skill of counting in 10s even though the learner is struggling to understand place value.

In addition to goals, steps and the progress expected, the tutor and learner need to agree and record their mutual expectations. These should include a time-scale, the most suitable learning options, the frequency of attendance, the support the learner will need in the 'classroom' and the support and resources they want to secure beyond the 'classroom to reinforce the learning.

Finally, they need to agree when to update and review the learning plan so that they can deal with changes in needs and aspirations and respond to unexpected or uncertain progress.

There are many different ways of designing proformas for recording the individual learning plan but it is important that each of the above is included and that the plan can be added to as changes occur.

The key questions that the learner and the tutor will want to cover in the plan are:

- What are the agreed learning goals?
- What steps will need to be taken to achieve these?
- What materials will the learner and tutor need to bring?
- What support will the tutor need to provide in the sessions?
- What support will the learner need to find outside the sessions?
- What work will the learner need to do outside the sessions?
- How much time will the learner need for home study?
- Which learning options will the learner attend?
- How long do we expect the learning to take?
- When will we review this plan?

## Analysing Individual Learning Needs

In the early phase of tuition the tutor should continue to develop his/her understanding of the specific knowledge and skills learners need. Earlier we noted that tutors should be careful not to assume the gap in knowledge and skills is self-evident and should try to learn as much as possible about the knowledge and skills each learner can build on and each learner needs. Often there will be a lot to learn about the particular writing, reading or numeracy tasks with which the learner is familiar and confident, compared with the unfamiliar and new kinds of tasks the learner is now trying to do. The learner will be more expert in his/her knowledge of their own contexts for using literacy and numeracy than the tutor will be and other learners may also have experience to share. On the next pages are some questions that will be helpful for the tutor and learner to consider when trying to understand more about the learner's tasks. This kind of task analysis leads to the detailed individual learning plans that learners will be offered in very good programmes. It will also be useful in less well resourced and organised

programmes for learners who would benefit from very tailored tuition, for example:

- when learners need to make a major shift in the way they use literacy or numeracy, involving a completely new area of adult life with a different broad purpose to those they are familiar with and confident in (e.g. a learner who is starting a job with very unfamiliar literacy and numeracy demands after a long period out of work)
- when the learning is to be 'built into' in a broader community learning course or project for learners who will find the literacy and numeracy demands of the course or project quite challenging (e.g. community representatives involved in a housing renewal project with major funding)
- when the learner has a fairly low level of capability and has complex needs or barriers to learning and it is unclear whether the potential goals will be achievable

### **Analysing Reading and Writing Tasks Transcription Skills**

**NB These questions apply to writing but not reading.**

- Do the intended readers expect or require accurate spelling and punctuation?
- Does the writer have time to draft, proof-read and revise the text?
- Can personal dictionaries, key word lists, dictionaries or spellcheckers be used?
- Do the intended readers expect or require neat handwriting? Can word processed text be used?

### **Reading Strategies**

**NB These questions apply to reading but not writing. Does the reading consist of skimming to get the gist?**

- How far does the reader need to scan for specific information?
- Does the reader have time to read twice, once to get the gist and the second time to focus on a particular purpose?
- Does the reader need to read aloud?

### **Organisation**

- How long is the text? What patterns are there?
- Is the order chronological or non-chronological?

- How are headings, graphics, columns and paragraphs used? How do these lead the reader through the text?
- Are the sentences simple or complex
- How are links made throughout the text?

### **Language**

- What key words are used to refer to people, objects, ideas and actions?
- Are abstract ideas (e.g. issues, problems) the subjects of verbs? Is the passive voice used?
- What key words are used to express attitude, opinion or degree of certainty?
- Is the language familiar? As spoken language or as written language?

### **Interaction (the Position of the Reader and Writer)**

- What sort of tone does the writer adopt towards the reader?
- Is the text open to interpretation?
- Does the writer refer to him/herself?
- Is the text impersonal and detached or does the writer address the reader directly
- How explicit or implicit is the writer's message?

### **Analysing Numeracy Tasks Number and Number Sense**

- Are the numbers whole numbers, fractions, decimals or percentages? Is place value significant?
- Which of the four operations (addition, subtraction, multiplication and division) are involved?
- Do the calculations involve one operation or several? If several steps are needed, then is there any flexibility in the order in which the calculations are carried out?
- Should the calculations be carried out via concrete materials, paper and pencil, mental arithmetic or calculators?
- To what extent are estimation and approximation necessary or acceptable?

### **Maths as a Language**

- Are there several different ways of representing information but with the same meaning?
- What language is needed to describe and solve mathematical problems? How necessary is the language of formal maths to being able to represent and explain ideas? What in formal terms can be used in the anticipated context?

### **Making Sense of Data**

- What role do graphs, charts or tables play in these uses of numeracy?
- What does the learner need to know about ratio and proportion?
- How important is probability or statistics?

### **Spatial Sense and Measurement**

- What units of measurement are involved? How do these units relate to familiar units?
- What procedures are needed to work out and answer problems of measurement? How are these procedures carried out in real-life contexts rather than in the maths 'classroom'?

### **Patterns and Relationships**

- How repetitive are procedures? Can they be expressed via symbols and summarised so that patterns and relationships are made clear?
- To what extent can generalisations be made using the ideas of formulas and variables?
- Can the formal language of symbols (algebra) be meaningfully introduced?

### **Learning and Teaching**

When presenting knowledge and skills the tutor will want to use a variety of learning and teaching approaches and to take account of learners' preferred learning styles. S/he also will want to consider the support and structure s/he can offer learners so that they can carry out tasks successfully. The aim should always be that learning and teaching should reflect actual uses of literacy and numeracy in learners' lives.

The type of learning option tutors are working in will make a difference to the learning and teaching approaches possible. We noted in the earlier section of the Guide on the Curriculum that the knowledge and understanding aspects of the curriculum are much easier to work on where learners can interact and discuss their ideas together. Working together allows learners to react to and question each other and also to explain and justify their reasoning. Learners can find it quite hard to do this with a tutor whom they feel 'knows this already' or 'might not agree with me'.

On the next pages a range of different learning and teaching approaches are outlined.

Because learners gain so much from working together, these approaches are generally described in terms of learners rather than an individual learner although many can be used on an individual basis. Often sub- group work, i.e. working in pairs, trios, etc, is more productive than whole group work as everyone can be an active participant and can work on tasks that suit their own abilities and needs. If the sub-group work has a common theme, then this can form the basis of feedback and discussion as a whole group.

The idea of carefully structuring an activity so that learners are able to complete tasks that resemble actual adult uses is a very important one in literacy and numeracy work. Careful structuring works like a 'scaffold' supporting the learners so that they can perform tasks that would otherwise be beyond their current capabilities. Below we give examples of teaching and learning approaches that are intended to be based around real (or at least realistic) tasks. All involve some way of simplifying the task or breaking it down so the learners can tackle it successfully. As the learner progresses, the amount of 'scaffolding', i.e. the level of structured support, is gradually reduced.

### **Learning and Teaching Approaches for Working on Writing**

- Providing a list of key words so that learners can work from an existing vocabulary
- Providing a skeleton outline of the text so that the learner can fill in an existing structure
- Building up a 'working model' of the genre by using discussion with learners to identify the choices for organisation and language in a sample of real-life texts
- Developing an 'ideal model' of the genre where the tutor shows the learners the organisation and language in an archetypal text
- Using partly complete text with selected small gaps where the language or organisational features will be most familiar to the learner
- Using prompt questions so that the learners' responses form a complete text
- Jointly constructing the whole or parts of the text by a group of learners taking turns to compose sentences or paragraphs
- Scribing where the scribe elicits ideas and then the learner composes the text with

- the scribe's support (language experience)
- Dictation where the learner controls the composition while the scribe simply gets the words down on paper
- Deleting sections from an existing text and asking the learners to replace these and then compare their replacements with the original
- Modelling the process of writing by the tutor writing a text and explaining the choices and changes s/he makes as the text is being written; the learners can then discuss the alternatives to those choices

### Learning and Teaching Approaches for Working on Reading

- Previewing the text by the learners 'brainstorming' the likely content and anticipating key words
- Previewing the text by the tutor outlining its organisation and highlighting significant links between different parts
- Predicting likely meaning from genre, title, headings, graphics, opening paragraph, etc
- Asking the learners to skim the text for difficult words or clauses and to highlight these and rehearse them with the tutor or volunteer before reading
- Asking the learners to skim the text for difficult words or clauses and to highlight these and then skip them during reading, if they do not find they can work them out from the meaning of the text
- Reading out parts of or the whole text to the learners and asking them to think about and discuss its meaning before looking at the text on the page (a tape recorder or computer software may be used to do this)
- Reading out parts of or the whole text to the learners and asking them to follow the text on the page (a tape recorder or computer software may be used to do this)
- Reading in a pair by taking turns to read sentences or paragraphs or by 'echo' reading
- Simplifying text by identifying the most unfamiliar or complex aspects, whether these are organisational features or key words, and replacing or removing them
- Breaking long text into manageable chunks of meaningful phrases and then highlighting key words or organisational features and omitting less essential sentences

### Learning and Teaching Approaches for Working on Numeracy

- Providing concrete objects to represent numerical values (e.g. number lines, weights and coins)
- Providing skeleton outline of the steps involved in calculation so that the learners can become familiar with these before identifying them independently
- Building up a 'working model' of a process by using discussion with learners to identify how numbers are represented and calculations carried out in a sample of real-life tasks
- Develop an 'ideal model' of a process where the tutor shows the learners how numbers are represented and calculations are carried out in an archetypal task
- Simplifying numerical information presented in tables, graphs, etc., by identifying the most unfamiliar or complex aspect, for example place value, units of measurement or mathematical terms, and replacing or removing them
- Using diagrams or other graphic representations to show learners the steps and stages in solving a problem
- Jointly defining a problem with the tutor, working out a strategy for solving it and then allowing the learners to carry out the necessary steps

### Running and Evaluating Learning Sessions

This Guide covers tutors working in many different learning options and so it is not possible to describe a typical session. Usually tutors will be working with from six to ten learners, although the numbers may be higher in Study Centres. Whatever the situation, careful preparation and planning will help the tutor and any volunteers to introduce the learning activities for that session, lead or support these appropriately and make time for feedback and evaluation at the end of the session.

#### Running Learning Sessions

For the tutor, time management is crucial because s/he needs to ensure that all of the learners appreciate the purpose and relevance of activities to their learning goals and that volunteers understand their role in supporting and reviewing the different learning activities. Having well laid out, easy to follow individual learning plans makes the first aim much easier to achieve. Usually the prepared activities will be written or tape recorded so that all the

learner can make a start and the tutor has the freedom to move between learners, as they need support and feedback. The tutor also will want to consider how much time will be needed to brief any volunteers. Volunteers' ability to appreciate and get on with their role, given the session activities, will depend on their experience as well as training and support.

In addition to the prepared activities, the tutor and learners will need to have a range of resources available. Often the tutor will be able to use a commercially available resource as a basis for a learning activity, adapting the content to reflect real-life materials the learner has brought in. The original version can then be used as a follow-up activity.

The list of useful resources at the end of the Guide shows the kind of concrete materials, published resources and equipment that will be most useful. Well resourced learning options allow and encourage learners to take control of their learning and provide instant access to activities that will help learners reinforce and consolidate their learning by taking resources home to do follow up work after the session.

### Evaluating Learning Sessions

At the end of the session it is important to dedicate time to reviewing and evaluating learning. This time will allow the tutor and learners to identify and agree the follow up activities the learners need to do to reinforce the learning before the next session. It also allows the tutor to consider if any changes need to be made to the assessment, the individual learning plan or the learning and teaching approaches. Although the tutor will need to note these, s/he won't usually deal with them until the session is over. In addition to regular end of session evaluation it is often useful to spend more time on evaluation at the end of a block of sessions. There are three main steps to go through:

- **Learner evaluation and self-reflection:** The tutor will want to ask learners to evaluate and record the effectiveness of activities. Were the activities manageable? Were they interesting and enjoyable? Do the activities seem useful given their purpose? This kind of end of session evaluation can be done both individually and collectively. The tutor also needs to reflect on the effectiveness of activities compared with his/her own prior

expectations and make his/her own notes on this.

- **Recognising progress:** Reviewing the session also offers the opportunity to note the changes that are occurring for learners. Often these are first noticed in the middle of a busy session and the review time is when they can be recorded. Recognising progress is explored in some detail later on in this section. This is at the heart of good programmes and needs to be seen as distinct from evaluating learning activities.
- **Following up and changing direction:** Before winding up the session the tutor will want to identify and agree the follow-up activities the learners need to do to consolidate the learning before the next session. Learners should be encouraged to think about this for themselves and use the resources available to choose and take home reinforcement activities. Finally, the tutor needs to decide if any changes need to be made to the assessment, the individual learning plan or the learning and teaching approaches.

### Ongoing Guidance and Support

The course, group or study centre tutor carries out guidance activities as s/he works on the individual learning plan and agrees appropriate methods of recording and evaluating learning and explains how, when and why such recording and evaluation take place.

However, the learner will benefit from individual guidance and follow-up work devoted to the main guidance tasks of informing, advising, counselling, assessing, enabling, advocating and giving feedback. Sometimes the tutor can make time outside the session for guidance and sometimes a guidance worker will need to carry this out. As the Kennedy Report (*Learning Works: Widening Participation in Further Education 1997*) says, 'advice and guidance has an important role to play in getting the best fit between learners and the opportunities available'. Getting the best fit between learners and opportunities is crucial in literacy and numeracy programmes where many learners have had negative or unrewarding experiences of education and also face considerable material and personal barriers to participating successfully in learning.

The guidance worker will need to provide a

confidential and secure setting for guidance at regular intervals (about four to six months in very part-time learning options). In very good programmes this will take the form of personal tutorial time where the learner has a dedicated opportunity to review and revise goals and aspirations and to explore progress.

The guidance worker and the learner will want to use this time to consider these key questions:

- Is the learner aware of the changes being made and does s/he recognise these as progress?
- Has the learner been able to address any barriers to successful learning? If circumstances are unfavourable, should s/he consider deferring learning?
- Has the learner been offered enough support in the programme? Has access to the learning resources for home study been arranged?
- Has the learner been able to find people outside the programme to support their learning?
- Have the guidance worker and tutors successfully encouraged the learner to be an active learner?
- Has the learner begun to think about what the next steps might be? Is the idea of lifelong learning becoming clearer?
- Has the guidance worker fed back information and positive or negative views to the programme manager and appropriate tutors? Has this feedback covered learning and teaching approaches and learning options as well as the organisation itself?
- Has the guidance worker been able to give good information and advice? Has s/he been able to use local guidance networks effectively? Should s/he refer the learner to more specialised guidance or advice sources?
- Have the guidance worker, programme staff and volunteers resisted the temptation to become involved in other non-educational aspects of the learner's life?

Checking out support needs will be important. The aim of support is to enable the learner to participate fully according to their individual strengths and needs. Obvious support needs such as larger print, crèche facilities or induction loops will have been identified and arranged at the time of the initial interview. The guidance worker will also need to get feedback from tutors on any additional support requirements that become clear once the learner is in tuition.

Support mechanisms can vary from having an extra volunteer to using special equipment and resources (e.g. coloured overlays for reading, a 'ball' type mouse for the computer). In many cases the guidance worker may need to seek specialist advice from colleagues or other agencies.

Another important element in ongoing guidance and support is helping learners to think about the kind of commitment they can make to learning at this time. Many learners in community literacy and numeracy face a number of practical barriers to successful learning. Accommodation, family circumstances and working patterns (e.g. seasonal working in rural areas) can all be too unfavourable to sustain effective learning and it can be better to defer learning for an agreed period. Guidance workers will want to help learners recognise when this is the case, so that learners do not see themselves as 'failing' when in fact their slow progress has an obvious explanation.

On rare occasions the guidance worker will need to try to help a learner to recognise that s/he is behaving inappropriately with tutors, other learners or volunteers. For example, a learner may be reacting aggressively to others or behaving in ways that distract them from their work. The ideas discussed in the introduction to adult learning should have made the boundaries of acceptable behaviour clear and the guidance worker may simply need to find out why the learner is having problems and what can be done to address the reason. The learner may need to leave the group or course and try another option and, in very rare cases, it may be helpful to defer learning for a while.

### Recognising Progress

This part of the Guide is about recognising progress. Because learners have so many different goals, the outcomes of learning are different for each person. This means that tracking progress requires careful attention and time for recording. This section looks in detail at the five significant kinds of change that occur as Progress in the 'Classroom' and Progress outwith the 'Classroom'. These changes should be recorded in a Progress Profile as signs of the learners' achievements. There are lots of different ways of profiling but the main purpose is to allow progress to be reviewed at regular intervals and when the learner is ready to move on. Progress profiling is also invaluable as a means of reassuring the learner when learning is hard or when they return from taking a break from learning.

### Progress in the 'Classroom'

Several different kinds of change can become clear during a session and it is important for the learner and the tutor to keep a record of these changes as milestones so that the learner can look back and see how far s/he has come.

The learner and the tutor will want to look for two significant kinds of change:

- changes as an adult learner
- changes in skills, knowledge and understanding of literacy and numeracy

A word of caution though: although these changes in the 'classroom' are important, on their own they are not significant enough for the learner or the tutor to be sure that learning and teaching are successful. It is only when these changes are taken together with the difference that learning is making in the learner's life (i.e. progress outwith the 'classroom') that this is clear.

### Changes as an Adult Learner

**The learner gains new knowledge and skills as an adult learner. One or more of the following changes takes place.**

- The learner comes regularly and punctually and is prepared for learning. S/he feels comfortable and is able to concentrate in the session.
- The learner has planned how to fit learning into his/her life, made time for home study and has tried to address any barriers to successful learning.
- The learner has negotiated a meaningful and relevant learning plan and has identified his/her preferred learning style. S/he is able to relate learning and teaching activities to his/her learning plan and specific goals.
- The learner is willing to work on individual tasks, to ask questions when uncertain and to take risks as a learner.
- The learner is willing to work with others in the group and participates effectively in shared activities. S/he is able to help and support other learners.
- The learner is able to review learning undertaken and recognise small steps as progress. S/he appreciates the need to record evidence of progress.
- The learner has recognised the programme as a stage in lifelong learning and has begun to plan for the time when s/he leaves.

### Changes in Knowledge, Skills and Understanding Among Literacy Learners

**The learner gains new knowledge and skills as a literacy learner. One or more of the following changes specific to the skills and knowledge required for the uses and contexts relevant to the learner's goals takes place.**

- The learner uses what s/he knows about transcription (spelling, punctuation, handwriting, word-processing).
- The learner uses what s/he knows about reading strategies.
- The learner uses what s/he knows about the organisation of meaning.
- The learner uses what s/he knows about language to refer to people, objects, ideas and actions, and to express attitude, opinion or degree of certainty.
- The learner uses what s/he knows about the interaction of reader and writer.

**The learner gains new knowledge as a literacy learner. One or more of the following changes takes place.**

- The learner knows there is no one-to-one correspondence between letters and letter strings (orthography) and sounds (phonemes).
- The learner knows different kinds of memory (visual, auditory and motor/kinaesthetic) have a role in learning spelling.
- The learner is aware that spoken and written language are different and the conventions for using language vary according to context.
- The learner is aware that written language involves making choices about organisation and punctuation which do not occur in spoken language.
- The learner knows the conventions for written language can be stable (e.g. narrative, report) and writers and readers can draw on these stable conventions or genres to make meaning.
- The learner knows that readers do not always read from start to finish but choose a route through a text using headings, sections, etc, according to the genre and their own purpose.
- The learner knows that reading is an active process where the reader draws on cues from the text, their knowledge of language and their experience to anticipate, establish and confirm the meaning.

- The learner knows that writing is a process and that the organisation and language of a text are a result of what the writer wants to say and how s/he expects the reader to react.
- The learner is aware that drafting, proof-reading, editing and reviewing are a normal part of writing and not simply a reaction to a failed text or something only learners need to do.

**The learner gains new understanding as a literacy learner. One or more of the following changes takes place.**

- The learner understands that the criteria for acceptable reading and writing vary according to context and so accuracy and success may be negotiated.
- The learner understands that the conventions for using literacy change across time and place and differ between cultural and social groups. Information and communications technology is increasing the pace of change. New visual, written and numerical forms are being developed to present ideas and information.
- The learner understands that it is important to investigate and evaluate critically the source, purpose and choices that have been made in the uses of literacy that they encounter.

**Changes in Knowledge, Skills and Understanding Among Numeracy Learners**

**The learner gains new knowledge and skills as a numeracy learner. One or more of the following changes specific to the skills and knowledge required for the uses and contexts relevant to the learner's goals takes place.**

- The learner uses numbers and calculations as reliably and efficiently as necessary
- The learner shares his/her knowledge and methods with others via accepted ways of representing numbers and calculations.
- The learner uses the language of mathematics. The learner reads and assesses information in charts, tables and graphs.
- The learner uses different units of measurement and chooses the most suitable units to use.
- The learner recognises patterns and relationships.

**The learner gains new knowledge as numeracy learner. One or more of the following changes takes place.**

- The learner knows that 'common sense' based on practical experience of handling number needs to be used to decide whether calculations are correct.
- The learner is aware that maths is a language and both numbers and the relationship between numbers can be represented in a variety of ways with the same meaning.
- The learner is aware that there are often several alternative methods available and formal methods are not necessarily efficient in real life.
- The learner is aware that it is not necessarily better to be accurate and good strategies are those that solve a problem in a way that suits the situation, the purpose and the people involved.
- The learner knows that some numeracy skills such as the division of fractions, long division and aspects of algebra are rarely applied in adult uses of numeracy and are difficult to retain if unused.
- The learner knows that charts, tables and graphs are common and important ways of summarising and communicating information.

**The learner gains new understanding as a numeracy learner. One or more (if the following changes takes place.**

- The learner understands that the criteria for acceptable processes vary according to context and so accuracy and success may be negotiated.
- The learner understands that the conventions for using numeracy change across time and place and differ between cultural and social groups. Information and communications technology is increasing the pace of change. New visual, written and numerical forms are being developed to present ideas and information.
- The learner understands that it is important to investigate and evaluate critically the source, purpose and choices that have been made in the uses of numeracy that s/he encounters.

## Stages in Learning

The changes described on the previous pages take place over a period of time. Learners move through stages in learning, initially just grasping the new knowledge and skills, then becoming more fluent in bringing them to mind and using their learning. Gradually learners become more self-directing in their ability to use their learning and then may be able to extend the range of contexts they can adapt and apply their learning to. These stages are explained below.

### Progress Outwith the 'Classroom'

The tutor and the learner will want to know in what ways the learner is becoming more competent and confident in using literacy and numeracy in the areas of adult life that s/he wanted to make changes in. Although some of their discussions in the sessions will help to understand this, it will be useful to use the confidential and secure setting of individual

guidance to explore more fully the difference learning is making in the learner's life.

The learner and the guidance worker will want to look for three significant kinds of change:

- changes as a literacy and numeracy user
- changes in confidence and self-esteem
- changes as a lifelong learner

As with Progress in the Classroom the learner and guidance worker will want to record the changes in a Progress Profile. In many cases, accreditation will also be used as evidence of the learning that is taking place. In good practice programmes accreditation will be used to complement progress profiling because it offers external recognition, but learners and guidance workers will recognise that it does not replace the need to evaluate the difference learning has made to the learners' lives.

#### Stage 1 The 'Unknowing' Stage

This stage is where the person doesn't know what they don't know. It is the stage at which learners are assumed to be at the start of learning. Often adult learners can be further along than this due to their existing experience. They may be able to draw on what they learned in school, though perhaps only partly remember, or what they have learned in adult life.

#### Stage 2 The Familiar Stage

This stage is when the learner knows what the task s/he is trying to do should be like and knows when it is going wrong. Tasks take a lot of conscious effort and time and the learner will need to ask how to deal with the problems.

#### Stage 3 The Competent Stage

This stage is when the learner has begun to carry out the task with more ease. S/he can recognise specific problems and can make improvements, although s/he continues to need some support to solve problems.

#### Stage 4 The Confident Stage

This stage is when the learner is able to do the task and feels in control. Confident here doesn't always mean feeling comfortable as some adults will continue to feel anxious at times. A confident user of reading writing and numeracy is someone who is conscious of the choices they can make to get something done and can knowingly choose to do something in an unconventional way.

### **Changes as a Literacy or Numeracy User**

**The learner is changing the ways s/he uses literacy or numeracy. One or more of the following changes takes place.**

- The learner is using new knowledge and skills in the area of adult life anticipated in the original learning plan with the same or very similar purposes, kinds of people and settings.
- The learner is adapting and transferring his/her knowledge and skills to a new area of adult life that was not anticipated in the original learning plan, though still involving broadly comparable purposes, kinds of people and settings as those in the original plan.
- The learner is using new knowledge and skills in the area of life anticipated in the original learning plan but with different or more complex purposes and with much less familiar kinds of people and settings compared with the original plan and practices.
- The learner is adapting and transferring his/her knowledge and skills to a new area of adult life that was not anticipated in the original learning plan. Also in this new area s/he is using his/her learning for different or more complex purposes and with much less familiar kinds of people and settings compared with the original plan and practices.

**NB Whether the learner can transfer learning or engage in more demanding uses is a reflection of the opportunities open to him/her in day to day life, as well as the learner's commitment to learning or the quality of the programme.**

### **Changes in Confidence and Self-esteem**

**The learner is gaining greater confidence and self-esteem. One or more of the following changes takes place.**

- The learner has grown in confidence and self-esteem and feels able to speak up for him/herself and challenge others when s/he is not respected. The learner is more confident in helping and supporting other people at home, at work or in the community.
- The learner is participating more actively in social life by joining in new community organisations or leisure activities, other adult learning or paid or unpaid work even when these activities may involve new literacy and numeracy demands.

### **Changes as a Lifelong Learner**

**The learner is becoming a lifelong learner. One or more of the following changes takes place.**

- The learner is more self-directing when carrying out literacy or numeracy tasks with the help of a supporter. The learner's supporter is aware of the learner's goals and of how s/he can support the learner in achieving them.
- The learner has found new resources, sources of support or informal learning 'apprenticeship' opportunities and has begun to use successfully those that enhance his/her learning.

### **Following Up Progress**

Progress outwith the 'classroom' should be considered alongside the strategies the tutor and learner have recorded as taking place in the 'classroom'. When evaluating the changes that learners experience as a result of participation in the programme, the guidance worker needs to pay particular attention to learners who seem to make some progress in the 'classroom' but for whom no noticeable changes beyond the 'classroom' are happening. The guidance worker will need to assess why this is the case and what action should be taken.

The main questions the guidance worker and the learner will want to consider are:

- Is the learning option meeting the learner's needs in terms of intensity, the level of support, the opportunities to work in a self-directed way or interact with other learners?
- Are the learning and teaching approaches clearly related to the learner's goals and preferred learning style?
- Are the learner's practices and goals well understood by the tutor'? Do the learning goals remain as relevant and meaningful as they originally appeared to be?
- Is the learner planning time and space to reinforce and consolidate the learning at home?
- Are the learner's supporters giving him/her scope to use new knowledge and skills beyond the 'classroom'?
- Has the learner appreciated that the measure of effective learning and teaching is whether the new knowledge and skills are being used beyond the 'classroom'?

## Preparing for Exit

From the point where the learner entered the programme the guidance worker will have focussed on what the learner expected originally and any outcomes that arose from new needs and aspirations. Once the learner has almost achieved all of his/her intended outcomes, the guidance worker, in consultation with the relevant tutors, should begin to help the learner prepare to move on.

For some learners moving on can be difficult. Two groups of learners are particularly at risk of becoming dependent on the programme: those with limited opportunities to use literacy and numeracy in their lives and those who need to continue to depend on supporters. Because the guidance worker has built an effective relationship and helped the learner to make informed choices at each stage, s/he plays a key role in giving these learners the support and encouragement they need to be able to move on.

Where a learner has limited opportunities to use literacy or numeracy in their life, the guidance worker will want to ensure that the programme itself does not become the learner's only available opportunity.

Some key questions to consider are:

- How can tutors ensure that the learning goals are not extended to include outcomes that the learner does not intend or which are not relevant and meaningful in his/her life?
- What opportunities are there at home, at work or in the local community that would provide the learner with ways to maintain and possibly extend his/her literacy and numeracy capabilities?
- What other non-formal or formal learning opportunities would provide the learner with ways to maintain or extend his/her literacy and numeracy capabilities?
- How can the programme collaborate with colleagues and partner agencies to create new opportunities for using literacy and numeracy in areas where these are not easily available?

Some learners, for example those with learning disabilities, will need to continue to depend on supporters. The guidance worker will want to ensure that these learners do not continue to attend because the programme has become the only source of positive, 'no strings attached' help with literacy and numeracy they have. This is a very common

and difficult problem. The guidance worker can try and deal with this by considering:

- How can tutors and volunteers remain focussed on learning and resist being drawn in to acting as supporters rather than as tutors?
- What sort of advice and training for learners' supporters would help them feel confident about supporting learners who have moved on from the programme in positive ways?
- How can the programme collaborate with colleagues and partner agencies to identify or develop sources of support that people who have moved on from the programme see as positive and appropriate?

For all learners, the aim of pre-exit guidance is to ensure they feel confident about their ability to learn and they know they can learn successfully in the future. To check how effectively the guidance worker and the learner are working towards these aims, they will want to consider:

- Has the learner been able to reflect thoroughly on, evaluate and record in some tangible manner, all the learning and changes which have taken place during his/her time in the programme? How useful were the individual learning plan and the Progress Profile in doing this?
- Can the learner identify what s/he has learned about learning? Does s/he know how this will help to deal with new demands and challenges in the future?
- Has the learner enjoyed the experience of learning? Has s/he been able to follow up other non-formal or formal learning opportunities as next steps? Can the learner make an effective transition to new learning and are any 'bridging' arrangements necessary?
- Does the learner feel sufficiently well supported to move on successfully? Is s/he aware of the resources and opportunities s/he needs to continue to actively use literacy and numeracy in the future?

When learners have nearly completed their pre-exit preparation, the guidance worker will want to explain the programme's post-exit tracking arrangements. Some learners may be concerned about giving post-exit information for reasons of confidentiality so the guidance worker will want to ensure that learners appreciate how useful this is in evaluating the effectiveness of the programme and improving it for future learners.

## USEFUL RESOURCES

This section of the Guide lists a range of useful resources for working on writing, reading and numeracy. Most of these will be available from Avanti who are the major supplier of resources in the adult literacy and numeracy field. Avanti produce a regular catalogue The Avanti Books Resources Guide, tel: 01438 745877. Most concrete numeracy resources are available from educational suppliers, e.g. Hope Educational, tel: 0161 3662900.

There is now a large market for materials and more are published by mainstream companies. Printed resources are constantly being updated and new ones appearing so advice on resources becomes out of date very quickly. This section includes some old and tested materials and some of the newer ones. In addition to printed books and packs, learners will benefit from access to computers for word processing, spell checking and printing their work and for using email and the resources available on the Internet.

### Theory, Research, Methodology

- Barton, D 'The Skill of Reading' *Literacy*, Blackwells 1994
- Barton, D and Ivanic, R (eds) 1991 *Writing in the Community*, Written Communication Annual, vol 6, London: Sage Publications ISBN 0803936338
- Basic Skills Agency, 1995 *The Starter Pack* London: Basic Skills Agency ISBN 1870741226
- Baynham, M 1995 *Literacy Practices. Language in Social Life*, London: Longman ISBN 0582087082
- Benn, R 1997 *Adults Count Too, Mathematics for Empowerment*, Leicester: National Institute of Adult Continuing Education (NIACE) ISBN 1862010072
- Clay, M and Cazden, C 'A Vygotskian Interpretation of Reading Recovery' in Cazden, C 1992 *Whole Language Plus: Essays on Literacy in the US and New Zealand*, New Zealand: Teachers College Press ISBN 1853565059

Having a good stock of resources is important for learners as well as tutors. Ideally adults learners should be given access to a variety of resources so they can choose those they find most suitable to their methods and style of learning. Choosing the approach you prefer is part of being an independent adult learner and resources should be stored, catalogued and displayed so that learners can select and take away those they find most useful.

It is vital to remember though that some of the most valuable resources will be those that the learners bring in themselves. The materials that learners bring in from their homes, workplaces and community groups will reflect real-life tasks that have a real purpose and are therefore truly meaningful. This is true whether learners are working on writing reading or numeracy. Over time tutors will be able to build up and draw on a bank of materials from learners.

- DARTS 'Developing Independent Readers' *ALBSU Newsletter* Autumn 1989
- Freeman, R 1994 *How to Learn Maths* Cambridge: National Extension College ISBN 1853565059
- Klein, C, 1993 Appendix I 'The Reading Process', *Diagnosing Dyslexia. A Guide to the Assessment of Adults with Specific Learning Difficulties*, London: Basic Skills Agency ISBN 1870741617.
- Mace, J 1992 *Talking About Literacy*, London: Routledge ISBN 0413066557
- McGarva, M 'The Teaching of Reading' *ALBSU Viewpoint* No 11 1991
- Sutcliffe, J, 1994 *Teaching Basic Skills to Adults with Learning Difficulties*, London: Basic Skills Agency ISBN 18599000033
- Tout, D & Johnston, B 1995 *Adult Numeracy Training: Making Meaning in Mathematics*, Melbourne: National Staff Development Committee for Vocational Education and Training

## Adult learning

- Ballantyne, M & Teale M, 1990 *Learn to Learn in ABE*, Edinburgh: Lothian Regional Council
- Brookfield, S D 1987 *Developing Critical Thinkers*, Milton Keynes: Open University Press ISBN 0335 15331 0
- Buzan, T 1990 *The Mind Map Book*, London: BBC ISBN 0563363738
- Good, M & South, C 1988, *In the Know CTAD* ISBN 0363 213671
- McCormack, R & Pancini, C 1991 *Learning to Learn: Introducing Adults to the Culture, Context and Conventions of Knowledge*, Australia: Adult Education Resource and Information Service
- Inglis, J & Lewis, R 1993 *Clear Thinking*, National Extension College ISBN 0003223477
- Kogan Page, *How to Pass* series including *Numeracy Tests, Selection Tests, Verbal Reasoning Tests*
- Krupska & Klein, 1995 *Demystifying Dyslexia*, London: Language and Literacy Unit
- Littlefair, A 1992 *Genres in the Classroom*, Widnes: United Kingdom Readers Association ISBN 0930179582 ISBN1872972
- Nortledge, A 1990 *The Good Study Guide*, Milton Keynes: Open University ISBN 0794200448
- Smith, B 1994 Mini Book Series No 3 *Teaching Spelling*, Widnes: United Kingdom Reading Association

## Writing

- Andrews, R & Fisher, A 1991 *Narratives*, Modes of Writing Series, Cambridge: Cambridge University Press ISBN 0521399688
- Brown, H & Brown, M 1996 *Left to Write*, Wigton: Brown and Brown (Publishing) ISBN 1870396379
- Brown M & Brown H 1994 *Spelling Worksheets*, Wigton: Brown & Brown (Publishing) ISBN 1870396301
- Buckmaster, E 1990 *Self-Access Grammar*, Cambridge: National Extension College ISBN 0860828476
- Clarke, S & Sinker, J 1992 *Arguments*. Modes of Writing Series, Cambridge: Cambridge University Press ISBN 0521399890
- Cooper, B 1995 *Self-Access Form Filling*, Cambridge: National Extension College ISBN 1853565474
- Dynes, R 1988 *Creative Writing in Groupwork*, London: Winslow Press ISBN 0863880665
- Goodwyn, J & Goodwyn, A 1992 *Descriptions* Modes of Writing Series, Cambridge: Cambridge University Press ISBN 052 39969
- Hall, H & Robinson, A (eds) 1996 *Learning about Punctuation*. Language and Education Library, vol 9, Clevedon: Multilingual Matters Ltd ISBN 1853393214
- Hilton. C & Hvdler, M 1993 *Grammar - Back to Basics*, Cambridge: National Extension College ISBN 1853564435
- Hilton, C & Il 51 1993 *Punctuation - Back to Basics*, Cambridge: National Extension College ISBN 1853564451
- Hilton, C & Hyder, V 1993 *Spelling - Back Basics*, Cambridge: National Extension College ISBN 1853564427
- Hilton, C 1992 *Getting to Grips with Punctuation and Grammar* London: Letts Educational Ltd ISBN 1857580907
- Hilton, C 1992 *Getting to Grips with Spelling* London: Lens Educational Ltd ISBN 1857580915
- Hilton, C 1992 *Getting to Grips with Vocabulary*, London: Letts Educational Ltd ISBN 1857580931
- Hulley, I 1991 *Self-Access Spelling*, Cambridge: National Extension College ISBN 1853561517
- Johnson, R & Jones B 1990 *Making the Grade. A Study Programme for Adult Students*, vol 2, *Thinking and Writing*, Manchester: Manchester University Press ISBN 01719031796
- Kindler, J 1991 *Working Words A User's Guide to Written Communication at Work*, Victoria: Adult Community and Further Education Board ISBN 07306 60184
- Klein, C & Millar I 1990 *Unscrambling Spelling*, London: Hodder and Stoughton ISBN 0340512342
- Lewis, R 1999 *How to Write Essays*, Cambridge: National Extension College ISBN 1853568135
- Newey, M 1988 *The Structure of English*, Cambridge: Cambridge University Press ISBN 0521349966

- Sassoon, R & Briem, G 1993 *Teach Yourself Better Handwriting*, London: Hodder and Stoughton ISBN 0340592877
- Watcyn-Jones, P 1993 *Vocabulary Games and Activities for Teachers*, London: Penguin Books ISBN 0140813861
- Working Group 1994 *Spelling Pack*, London: Basic Skills Agency ISBN 187041013

## Reading

Refer also to the resources for writing as many include reading resources and also because writing emphasises making meaning and therefore develops understanding skills. For the most inexperienced readers, Language Experience offers a good starting point, especially if a real-life purpose for the writing can be introduced, rather than school-like story-writing.

- Brown, M & Brown, H 2000 *Everyday Reading* Wigton: Brown & Brown (Publishing) ISBN 1870596749
- Brown, M & Brown, H 1993 *Reading Worksheets*, Wigton: Brown & Brown (Publishing) ISBN 1870596420
- Brown, M & Brown, H 1994 *The Accident*, and *The Accident: Exercises*, Wigton: Brown & Brown (Publishing) ISBN 1870596498
- Brown, M & Brown, H 2000 *The Foul and The Foul: Exercises*, Wigton: Brown & Brown (Publishing) ISBN 18705966773 & 1870596781
- Coare, P & Thomson, A 1996 *Through the Joy of Adult Learning*, Leicester, NIACE ISBN 1862010013
- Doyle, R 1999, Open Door Series, *Not Just for Christmas*. Dublin ISBN: 1-902602-15-3
- Holt, J & Phalke, J 1995 *Real Lives Series 2 Asian Superstars*, London: Basic Skills Agency
- Literacy Volunteers of New York, 1990, *Speaking Out Series, On Work, On Home and Family, On Health* New York, Signal Hill Publications
- Monaf, N 1994 *New Home, Hard Work* Manchester: Gatehouse Books ISBN 0906253381 and cassette ISBN 090625339X
- Scanlan, P *Ripples*, Open Door Series ISBN 1902602137
- Wilson, M, Howden, I, Holt, J 1994 *Real Lives Series 1: Film, Politics, Sport* Basic Skills Agency

## Communication

- Adult Returners' Key Skills (ARKS) 1998 *Keys to Communication*, Edinburgh: 2nd Chance to Learn. Download free from [www.ed.ac.uk/~calarks/arks/materials.html](http://www.ed.ac.uk/~calarks/arks/materials.html).
- Hilton & Hvdler *Essential Communication Skills*, series, MCH Publications ISBN 1898901198 Suitable for learners with learning disabilities
- Workbase Training *Learning for Work Series* (topics such as *Improving Telephone Skills and Contributing to Meetings*), Southgate Publishers Ltd
- Davies, K, Byatt, J & Garner, J 1998 *Really Useful Resources* series including *Driving Your Car, Helping Your Child, Health and Fitness, Getting a Job*

## Reference

- Some dictionaries and thesauruses are more useful for checking spelling and others for finding out about meaning and usage. Learners require access to a variety of reference books so that they can choose the ones they find easiest to use.
- A & C Black (Publishers) Ltd 1972 *Black's Writing Dictionary*, London: A & C Black ISBN 071361272X Designed for children but suits some adult learners.
- Ayto, J 1993 *Essential Guide to the English Language*, Oxford: Oxford University Press
- Clark, J *Word Wise. A Dictionary of English Idioms* London: Harrap o/p
- Crowther, J & Hornby, AS 1995 *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press ISBN 0194314227
- Grimshaw, N & Groves, P 1995 *Heinemann English Dictionary Resource* Heinemann ISBN 0435103989
- HarperCollins Publishers 1996 *Collins Large Print Dictionary*, London: HarperCollins ISBN 0004709780
- HarperCollins Publishers 1992 *Collins English Thesaurus in A-Z Form*, London: HarperCollins ISBN 0004336356
- Heinemann Educational Books 1995 *Heinemann English Dictionary*, London: Heinemann ISBN 0435104071
- Pollard, E 1994 *The Oxford Paperback Dictionary* Oxford: Oxford University Press ISBN 0192800124

- Robinson, M (editor-in-charge) 1999  
*Chambers 21 Century Dictionary* ISBN  
055014210x
- Scottish National Dictionary Association  
1999 *The Scots Thesaurus*, Edinburgh:  
Polygon ISBN 1902930037
- Spooner, A 1996 *The Oxford School  
Thesaurus*, Oxford: Oxford University Press  
ISBN 019910395X
- Warrack, A 1988 *The Concise Scots  
Dictionary*, London: Ward Lock ISBN  
1850791295
- Spellcheckers, e.g. Franklin — Pocket  
Spellmaster spells/corrects 80,000 words,  
defines commonly confused words, and has  
some wordgames.

## Numeracy

There are many excellent resources for adults working on numeracy. Books on the 'how to' side of calculations can have a reasonably long life but examples where Numeracy is put in context will have a shorter life as prices and contexts for use of numbers change.

- Adult Returners' Key Skills (ARKS) 1998  
*Keys to Numeracy*, Edinburgh: 2nd Chance  
to Learn. Download free from  
[www.ed.ac.uk/~calarks/arks/materials.html](http://www.ed.ac.uk/~calarks/arks/materials.html).
- Bolt, B & Hobbs, D 1998 *A Mathematical  
Dictionary for Schools*, Cambridge  
Cambridge University Press  
ISBN 0521556570
- Carel Press 1999 *Fact File 99*, Carlisle: Carel  
Press
- Cohen, D & Black, S 1984 *The Numeracy  
Pack*, London: Basic Skills Agency
- Freeman, R 1994 *How to Learn Maths*,  
Cambridge: National Extension College  
ISBN 1853565059
- Henley College 1990 *Basic Maths Workshops  
Series, Addition, Subtraction, Multiplication  
& Division*, Coventry: Henley College
- Henley College 1990 *Special Needs Series,  
Introduction to Money*, Coventry: Henley  
College
- Nicolson, E & Armstrong, L, 1996 *Practise  
Fractions*, Coventry: NB Publications  
ISBN 1898624038
- Nicolson, E & Bedford, M 1994 *Measure Up!  
in Millimetres Centimetres Metres  
Kilometres*, Coventry, NB Publications  
ISBN 1898624003

- Norris, I and Skudder, B 1995 *Self-Access  
Numeracy*, (Cambridge: National Extension  
College ISBN 1853565512
- Penketh, 1996 *Work Out Numeracy*, London:  
Macmillan Press lid ISBN 0333662709

## Real-life Resources

Up-to-date examples of numbers in use in newspapers, advert, instructions, recipes, timetables, etc.

## Concrete Resources

£10 in change, electronic cash register  
Number lines, counters, numberboards  
Base 10 cube set  
Clocks, stopwatches  
Rulers, scales, measuring jugs  
Dominoes, cards, bingo

## ICT for Literacy and Numeracy

- Software resources for working on skills are improving all the time but the main goal is to enable learners to have easy access to computers for real-life tasks of wordprocessing, creating and using spreadsheets and databases, searching for information on the internet, and communicating by email.
- A word processing package, e.g. Word or AppleWorks is the most important tool for learners working on writing. This allows learners to work on the skills of composing, drafting, spellchecking and proof-reading before producing a finished text.
- E-mail provides an excellent way of practising and developing writing and reading skills.
- Any spreadsheet e.g. Excel or AppleWorks, is a valuable tool for working on numeracy and learners can transfer an understanding of spreadsheets to other areas of their lives.
- Some learners, especially those with disabilities, may find speech recognition software, for example *Dragon Naturally Speaking*, a useful tool. However, each User needs to find the system that best meets their particular requirements.

*Co: Writer*, Glasgow: SCET. Word prediction software for PC: or Macintosh that helps learners produce writing

*Writer's Toolkit* Glasgow: SCET For PC or Macintosh. Helps the learner with the processes of planning and drafting.

Alphasmart Keyboards (**from TAG freephone 0800 591262**)

- Students can take home so that they can type in their text and then come back to their ABE group ready to transfer their text to a computer and work on the processes of editing, drafting, saving and printing. More portable than a portable, they are really just electric typewriters with a spell check and some easy access features.

There are several multimedia packages now available — Numbers Disc from CTAD and Destinations from RM. These are expensive investments of resource budgets and practitioners and students should try them out carefully or speak to satisfied customers before deciding to purchase.

*Maths Blaster Mystery* ABLAC *Skills and Problem Solving in Practice*

SCET 1998 *Life Skills, Time and Money, and 2000, Smart Spender* Glasgow: SCET.

Students with learning disabilities working on numeracy for independent living find these very helpful.

## Useful Web Addresses

[www.ed.ac.uk/~calarks/arks/materials](http://www.ed.ac.uk/~calarks/arks/materials). - to download Adult Returners' Key Skills

<http://www.avantibooks.com>

<http://www.basic-skills.co.uk>

<http://www.bbc.co.uk>

<http://www.bubl.ac.uk/uk/newspaper.htm>

<http://www.google.com>

<http://www.halfbakedsoftware.com>

<http://www.lancs.ac.uk/alpha>

- information for tutors

<http://www.ngfl.gov.uk>

<http://www2.wgbh.org.rnbsweis/mhsweishome.html>

- an American site that features the work of ABE students



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# INTRODUCTION

## Who are the Training Guidelines for?

The Guidelines cover people working in community literacy and numeracy in a number of different roles:

- tutoring literacy and/or numeracy
- advising 1:1 pairs of a volunteer and a learner
- volunteering (i.e. assisting with learning or tutoring 1:1)
- guidance with learners
- programme management
- development work (i.e. marketing, outreach and collaborative strategies)
- those in related roles who are making referrals, offering advice, support or educational guidance, or collaborating with the programme.

Each of these roles is distinguished in the Guidelines in order to make explicit the different knowledge and skills required. The same roles will be found in a variety of community learning settings with entirely different staffing arrangements and opportunities to work together with colleagues and staff in other agencies. In practice many programmes will have staff who carry out several of these roles and some of these staff will have other responsibilities outwith the programme. For example, in a rural area an adult education worker may spend half of his/her working time on the programme and in that time do a mix of guidance, advising 1:1 pairs, development work and tutoring. In an urban area a generic member of staff may spend much less of his/her time on the programme since it is largely staffed by specialist workers, but will do some guidance and development work within a specific local area or with a specific target group (e.g. older people, parents).

## How are the Guidelines intended to be used?

The Guidelines are intended as a first step towards developing training strategies. They are intended to help identify the staff development and training needs of staff working in community literacy and numeracy programmes. The Guidelines reflect the best level of practice (level 4) in *The Good Practice Framework* and set out the knowledge, skills and understanding required to carry out different roles. The member of staff and their supervisor and/or training officer should review the knowledge, skills and understanding (referred to simply as knowledge and skills) in the relevant section or sections and identify gaps or mismatches in the person's experience and expertise. Space to record comments and agreed action is provided throughout the document.

Three roles are particularly significant within the programme: tutoring, guidance and management. Guidance is not simply concerned with moving on to other learning. It is crucial in a community programme's effectiveness as good guidance ensures the best match between potential learners and the programme options available. These three roles are very complex and staff will develop their knowledge and skills over time. For this reason, the knowledge and skills required are given for an initial and a more advanced level showing how more experienced staff should extend their expertise so that they can offer a 'best practice' programme.

At the beginning of each section the person's role in the programme is briefly described. Where appropriate, the relevant section of *The Good Practice Framework* is referred to at the end of this description so that a more detailed account of the tasks involved and standards of practice can be found.

### How should the knowledge and skills be developed?

Throughout the document we recommend the most suitable approach for developing the necessary knowledge and skills.

The following symbols are used for this:

- T** Tutor-led training in the form of workshops, seminars or courses including distance learning.
- G** Guided learning that builds on the training through practical experience using further reading, a personal learning journal, peer observation, feedback and discussion, etc.
- S** Self-directed and self-paced learning, involving a coach or mentor using discussions with colleagues, visits, etc

Training is recommended where the concepts, knowledge and attitudes are very significant in developing best practice and participants will need to explore and analyse ideas in a variety of ways with others.

Guided learning is recommended where the skills involved are best developed through practice or where further concepts and knowledge can be acquired less interactively.

Self-directed learning complements training and guided learning and is recommended where the knowledge and skills involved will depend heavily on the local context and particular programme, so the learner is best placed to direct and pace the learning.

### How should training strategies be developed?

Staff, supervisor and training officers should use the Guidelines as a first step allowing them to identify needs and to find out the recommended way of addressing them. The summary at the end of the document provides an outline and will help with planning. The next steps will be designing and developing training strategies either independently or in collaboration with other similar organisations or the relevant national training organisations or accrediting bodies and academic institutions.

At the time of writing, training opportunities for staff members are very limited as most training is very locally planned and run and is focussed on the needs of volunteers or very part-time sessional tutors. The most effective and efficient training strategies will be those that meet the needs of large groups of participants as a result of collaboration within and across the local authority, further education and voluntary sector.

Training strategies should ensure that learning is accredited so that it is valued and recognised within and across organisations. At present there are no nationally recognised and accredited courses but as these develop they should take account of prior learning by those working in the field. To date information and advice should be available from local Adult Guidance Networks and from learndirect scotland on 0800 100 900.

# TUTORING AND VOLUNTEERING

## Tutoring Literacy

The role of staff tutoring literacy is to develop learners' ability to write and read and to use writing and reading more confidently and competently in the area of adult life they identified in their learning goals.

See *The Good Practice Framework* on "Learning and Teaching" and "Curriculum".

to understand effective adult learning, especially the importance of developing a relevant curriculum and working jointly with learners so that they are active participants

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The knowledge and skills required are: to be familiar with the current developments, policy and research influencing practice in adult literacy and adult learning and to be able to evaluate his/her own practice in the light of these

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to have a knowledge of writing and reading (from phonics, spelling, grammar and sentence structure to context, register and genre) and of the orders these ideas can be learned in and to be familiar with the most useful linguistic terms

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to understand the concept of lifelong learning and to be able to distinguish clearly informal learning in everyday life, learning in formal education and non-formal adult learning

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to be aware of the different literacies involved in private, public, working and educational life and of the relationship between adults' practices and contexts and capabilities

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to understand the purposes and principles of non-formal adult literacy programmes, the range of potential learners and learning needs and the factors influencing participation and successful learning outcomes

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to know how to work jointly with learners to assess individual learning needs in relation to learning goals and to be able to develop an individual learning plan on this basis

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Staff development and training

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to know how to work jointly with learners to assess progress, to review this against original expectations and to provide evidence using progress profiling and accreditation when this is appropriate

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to be able to develop learning about learning, assisting learners to identify their particular difficulties and strengths, preferred learning styles and memory strategies, so that they can become as self-directing and independent as possible and more aware of themselves as learners

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to be able to use a variety of learning and teaching approaches so that learners are active participants and, wherever possible, experience both individual and shared learning

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to be able to design learning activities that reflect adult learners' experiences and interests, adapting published resources and using materials drawn from the home, workplace, etc

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**Tutoring Literacy for More Experienced Staff**

The role of more experienced staff tutoring literacy is to select, structure and communicate ideas efficiently and effectively so that learners are able to use writing and reading more confidently and competently in a range of contexts. Those experienced in tutoring are also able to develop a broad curriculum so that participants become self-directed and critical users and learners of literacy. See *The Good Practice Framework* on 'Learning and Teaching' and 'Curriculum'.

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The knowledge and skills required are: to understand the development of policy and practice in adult literacy in Scotland compared with other similar countries and to be able to reflect critically on practice in the light of this

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to understand the different kinds of research on adults' literacy capabilities, difficulties and learning needs and to be able to interpret and evaluate such research and carry out small-scale research projects

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T

to be familiar with theory and research on writing and reading and on learning that is most relevant to non-formal adult learning and to be able to reflect critically on practice in the light of this work

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Staff development and training

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to understand the significance of exploring real uses and contexts and of developing principled knowledge (i.e. reflecting on meaning and problem solving so that the 'small parts' of writing and reading are linked to the 'whole'

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to understand literacy as a social practice (i.e. that the purposes, consequences and values involved are as much a part of using writing and reading as the text) and to understand how this idea relates to non-formal adult learning

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to understand the concept of critical literacy and how this idea can be used in non-formal adult learning

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G

to be able to analyse a learner's uses and contexts and so design the most efficient pathway between existing knowledge and skills and goals, taking account of particular difficulties and building on his/her strengths

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G

to be able to vary learning and teaching approaches in different learning options and to judge the best balance between individual and shared learning activities

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to be able to identify the learning possibilities in other, broader courses and projects and to design a set of literacy activities for individuals or the group either as an embedded strand or an additional option

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**Tutoring Numeracy**

The role of staff tutoring is to develop learners' ability to carry out mathematical processes and to use mathematics more confidently and competently in the areas of adult life they identified in their learning goals.

See *The Good Practice Framework* on 'Learning and Teaching' and 'Curriculum'.

T

The knowledge and skills required are: to be familiar with the current developments, policy and research influencing practice in adult numeracy and adult learning and to be able to evaluate his/her own practice in the light of these

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T

to understand the concept of lifelong learning and to be able to distinguish clearly informal learning in everyday life, learning in formal education and non-formal adult learning

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Staff development and training

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to understand the purposes and principles of non-formal adult numeracy programmes, the range of potential learners and learning needs and the factors influencing participation and successful learning outcomes

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to understand effective adult learning especially the importance of developing a relevant curriculum and working jointly with learners so that they are active participants

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to have a knowledge of maths (from basic operations and place value to methods and problem solving techniques) and of the orders these ideas can be learned in and to be familiar with the most useful mathematical terms

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to be aware of the different numeracies involved in private, public, working and educational life and of the relationship between adults' practices and contexts and capabilities

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T

to know how to work jointly with learners to assess individual learning needs in relation to learning goals and to be able to develop an individual learning plan on this basis

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T

to know how to work jointly with learners to assess progress, to review this against original expectations and to provide evidence using progress profiling and accreditation when this is appropriate

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G

to be able to develop learning about learning, assisting learners to identify their particular difficulties and strengths, preferred learning styles and memory strategies, so that they can become as self-directing and independent as possible and more aware of themselves as learners

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G

to be able to use a variety of learning and teaching approaches so that learners are active participants and, wherever possible, experience both individual and shared learning

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G

to be able to design learning activities that reflect adult learners' experiences and interests, adapting published resources and using materials drawn from the home, workplace, etc

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**Tutoring Numeracy for More Experienced Staff**

The role of more experienced staff tutoring numeracy is to select, structure and communicate ideas efficiently and effectively so that learners are able to use mathematics more confidently and competently in a range of contexts. Those experienced in tutoring are also able to develop a broad curriculum so that participants become self-directing and critical users and learners of numeracy. See *The Good Practice Framework* on 'Learning and leaching' and 'Curriculum'.

**T** The knowledge and skills required are: to understand the development of policy and practice in adult numeracy in Scotland compared with other similar countries and to be able to reflect critically on practice in the light of this

**T** to understand the different kinds of research on adults' numeracy capabilities, difficulties and learning needs and to be able to interpret and evaluate such research and carry out small-scale research projects

**T** to be familiar with theory and research on mathematics and on learning that is most relevant to non-formal adult learning and to be able to reflect critically on practice in the light of this work

**T** to understand the significance of exploring real uses and contexts and principled knowledge (reflecting on meaning and problem solving so that the 'small parts' of mathematical tasks are linked to the whole'

**T** to understand numeracy as a social practice (i.e. that the purposes, consequences and values involved are as much a part of using mathematics as the numbers and processes) and to understand how this idea relates to non-formal adult learning

**T** to understand the concept of critical numeracy and how this idea can be used in non-formal adult learning

**G** to be able to analyse a learner's uses and contexts and so design the most efficient pathway between existing knowledge and skills and goals, taking account of particular difficulties and building on his/her strengths

**G** to be able to vary learning and teaching approaches in different learning options and to judge the best balance between individual and shared learning activities

Staff development and training

S

to be able to identify the learning possibilities in other, broader courses and projects and to design a set of numeracy activities for individuals or the group either as an embedded strand or an additional option

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Advising 1:1 Pairs

The role of those advising volunteers and learners in 1:1 pairs is to negotiate relevant and meaningful learning goals, assess the learner's needs and design and develop an individual learning plan. During tuition, staff advising 1:1 pairs will need to resource and support the learning, monitor and evaluate the process against the plan and offer the learner guidance.  
See *The Good Practice Framework* on 'Learning and Teaching', 'Curriculum' and 'Guidance and Support'.

**Staff advising volunteers and learners in 1:1 pairs will need to be experienced in tutoring and guidance and should have the knowledge and skills required by staff working in those roles. Please refer to the sections in these Guidelines intended for staff tutoring literacy or numeracy, or carrying out guidance.**

**Staff advising volunteers and learners in long-term 1:1 pairs, especially where the learner is unlikely to be able to access other learning options, should have the knowledge and skills required by more experienced tutoring and guidance staff. Please refer to the sections in these Guidelines intended for more experienced staff tutoring literacy or numeracy, or carrying out guidance.**

Volunteers Assisting with Learning

The role of volunteers assisting with learning is to guide learners through learning activities and review the activity with them, to encourage learners to use existing and recently acquired learning strategies and to help them recognise and value changes in their capabilities.  
See *The Good Practice Framework* on 'Learning and Teaching'.

T

The knowledge and skills required are: to be aware, at a very basic level, of the major developments and research in adult literacy and numeracy

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T

to be aware of the idea of lifelong learning and to appreciate that non-formal adult learning differs from the approaches to learning they have themselves experienced in formal education

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to be aware of the purposes and principles of non-formal adult literacy and numeracy programmes

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to appreciate that literacy and numeracy are complex capabilities and that limited opportunities and dependence on support, as well as their school experience, may affect adults' capabilities, self-esteem and confidence

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Staff development and training

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to know key ideas about effective adult learning and to appreciate the importance of ensuring that learning goals are relevant and meaningful in learners' lives

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T

to be aware, at a very basic level, of what writing, reading or mathematical abilities involve and of the kinds of difficulties, needs and strengths that adult learners may have

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T

to be familiar with the idea of a learning plan and to appreciate that learning goals are broken down into small, manageable objectives

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T

to be aware of progress in adult literacy and numeracy and to appreciate the need to record and evaluate progress systematically

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G

to be able to provide encouragement and sufficient support so that learners are able to work with as much self-direction and independence as possible

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G

appreciate the purpose of learners jointly engaging in learning activities and to be able to facilitate such activities by acting as reporter or note taker or by supporting a specific learner so s/he can take part in shared learning

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to be aware of the general principles for designing learning activities including the importance of using materials drawn from the home, workplace, etc.

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**More Experienced Volunteers and Volunteers Working in 1:1 Pairs**

The role of more experienced volunteers working in 1:1 pairs is to design learning activities for individual learners, to introduce new learning in a structured way and to help learners record evidence of progress. Their role is like that of a tutor, except that they work with an individual learner and do not carry overall responsibility for assessing needs and developing, monitoring and evaluating the learning plan. The group tutor or 1:1 adviser maintains this responsibility and will guide the volunteer. See *The Good Practice Framework on 'Learning and Teaching'*.

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In addition to the knowledge and skills required of volunteers generally, more experienced volunteers and volunteers working in 1:1 pairs will need: to understand effective adult learning, especially the importance of developing a relevant curriculum and working jointly with learners so that they are active participants

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T

to have a knowledge of writing and reading (from phonics, spelling, grammar and sentence structure to context, register and genre) and of the orders these ideas can be learned in and to be familiar with the most useful linguistic terms

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G

to be able to develop learning about learning, assisting learners to identify their particular difficulties and strengths, preferred learning styles and memory strategies, so that they can become as self-directing and independent as possible and more aware of themselves as learners

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**\* or alternatively**

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\* to have a knowledge of maths (from basic operations and place value to methods and problem solving techniques) and of the orders these ideas can be learned in and to be familiar with the most useful mathematical terms

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to be able to design learning activities that reflect adult learners' experiences and interests, adapting published resources and using materials drawn from the home, workplace etc.

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# OTHER ROLES

## Programme Management

Programme management involves interpreting policy and developing local priorities, planning a coherent strategy, resourcing and staffing the programme, managing its development, supervising and supporting staff and monitoring and evaluating.  
See *The Good Practice Framework on 'Management'*.

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The knowledge and skills required are: to be familiar with the current developments, policy and research influencing practice in adult literacy and numeracy and adult learning and to be able to evaluate his/her own practice in the light of these

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T

to understand the concept of lifelong learning and to be able to distinguish clearly informal learning in everyday life, learning in formal education and non-formal adult learning

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T

to understand the purposes and principles of non-formal adult literacy and numeracy programmes, the range of potential learners and learning needs and the factors influencing participation and successful learning outcomes

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to be able to gather and analyse qualitative and quantitative information on take-up of programme options, learners' goals and achievements and set priorities for action linked to the area's Community Learning Strategy, including a marketing strategy

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to be able to evaluate changes in participation rates, the profile of learners and learning outcomes against planned targets and strategies so that it is clear whether the planned action was achieved and/or appropriate

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to understand the contribution partner agencies make to reaching potential learners, understanding their needs, improving the resources and support available and working successfully with learners

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to be able to support staff working in different roles in the programme (tutoring, management, guidance, development work and volunteers) so that they understand their own role and that of others and can work effectively together as a team

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**S** to be familiar with a range of learning opportunities and to know how these are resourced and managed and developed

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**S** to be able to use consultation with learners, partner agencies and the community or communities served to inform the development of the programme

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**S** to be able to judge the best balance between aims and the resources currently available

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**Programme Management for More Experienced Staff**

Programme management for more experienced staff involves responding very flexibly and sensitively to the needs of the community or communities served. The aim is to ensure that the programme offers a range of efficient and effective pathways for learning and engages with a range of agencies to ensure participants are able to benefit from tuition, support and opportunities for using literacy and numeracy.

See *The Good Practice Framework on 'Management'*.

**T** The knowledge and skills required are: to understand the development of policy and practice in adult literacy and numeracy in Scotland compared with other similar countries and to be able to reflect critically on practice in the light of this

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**T** to understand the different kinds of research on adults' literacy capabilities, difficulties and learning needs and to be able to interpret and evaluate such research and carry out small-scale research projects

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**G** to understand the experience and expertise required for the different contribution that staff and volunteers make to successful programmes and to be able to use support and supervision, training and staff development to sustain an innovative and reflective team of practitioners

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**G** to appreciate the need for a diverse range of support, tuition and opportunities (for using literacy and numeracy) to be available to potential learners, learners and those who have left the programme and be able to develop effective partnership arrangements to achieve this

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**Guidance**

The role of those carrying out guidance is to understand the learner’s learning goals, motivations and expectations. Once the learner is in tuition, the focus is on ensuring the learner is supported effectively and continues to make informed choices about learning options. The learner also needs guidance to enable him/her to recognise and review progress and to plan for the time when s/he will move on from the programme.  
See *The Good Practice Framework* on ‘Entry Pathways’, ‘Guidance and support’, and ‘Exit Pathways’.

T

The knowledge and skills required are: to be familiar with the current developments, policy and research influencing practice in adult literacy and numeracy and adult learning and to be able to evaluate his/her own practice in the light of these

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T

to understand the concept of lifelong learning and to be able to distinguish clearly informal learning in everyday life, learning in formal education and non-formal adult learning

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T

to understand the purposes and principles of non-formal adult literacy and numeracy programmes, the range of potential learners and learning needs and the factors influencing participation and successful learning outcomes

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T

to understand effective adult learning, especially the importance of developing a relevant curriculum and working jointly with learners so that they are active participants

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G

to be familiar with potential barriers to successful adult learning and ways of overcoming these, particularly in terms of support for learners with disabilities or from minority language groups (e.g. role of support workers, special equipment, etc.)

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G

to know how different learning options (short-term/long-term, flexible/intensive) serve the needs of different learners and to appreciate the demands involved on learners’ time and other commitments

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G

to be able to design and offer, or ensure the tutor offers, an effective introduction to learning, including an opportunity to discuss the factors contributing to successful adult learning and to identify preferred learning styles

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G

to be familiar with individual learning plans and ways of evidencing progress using profiling and external accreditation

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S

to be aware of the different roles of staff working in the programme (tutoring, management, guidance, development work and volunteers) and of the different learning options available

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S

to know the type of information the organisation needs to collect about potential learners, programme participants and their learning outcomes and to understand how this information can be evaluated to determine the effectiveness of the programme

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**Guidance for More Experienced Staff**

The role of those more experienced in guidance is to help ensure that the programme is responsive and relevant to the community or communities served by feeding back information to the programme manager and partner agencies, by networking and advocating on behalf of learners. Staff more experienced in guidance will be able to ensure that the best match is being made between learners and the match is being made between learners and the being enhanced by the contribution of partner agencies.  
*See The Good Practice Framework on 'Entry Pathways', 'Guidance and Support' and 'Exit Pathways'.*

T

The knowledge and skills required are: to understand the development of policy and practice in adult literacy and numeracy in Scotland compared with other similar countries and to be able to reflect critically on practice in the light of this

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T

to understand the different kinds of research on adults' literacy capabilities, difficulties and learning needs and to be able to interpret and evaluate such research and carry out small-scale research projects

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G

to be able to understand learners' and potential learners' current uses and contexts for literacy and numeracy and discuss their strengths, weaknesses and difficulties positively so that learning goals can be negotiated and evaluated

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Staff development and training

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to be able to use learning plans to review process against originally perceived needs and aspirations and use feedback and advocacy within the organisation so that the best possible match is made between learners and the learning options available

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G

to be able to network, advocate with and feed back to other partner agencies so that learners are offered effective tuition and also have access to appropriate support and new opportunities to use literacy and numeracy

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**Development Work**

The role of those involved in development work is to engage with individuals and groups, often in collaboration with other agencies according to the targets and strategies set out in the development plan. The development role is crucial to the programme's effectiveness as it involves reaching potential learners in those social groups who are less likely to expect to participate in adult learning and ensuring that the programme offers multiple pathways for entering tuition, moving through and moving on.

See *The Good Practice Framework* on 'Entry Pathways', 'Curriculum' and 'Exit Pathways'.

T

The knowledge and skills required are: to be familiar with the current developments, policy and research influencing practice in adult literacy and numeracy and adult learning and to be able to evaluate his/her own practice in the light of these

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T

to understand the concept of lifelong learning and to be able to distinguish clearly informal learning in everyday life, learning in formal education and non-formal adult learning

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T

to understand the purposes and principles of non-formal adult literacy and numeracy programmes, the range of potential learners and learning needs and the factors influencing participation and successful learning outcomes

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T

to appreciate the need to be pro-active and to work jointly with partner agencies so that the programme responds to, and works successfully with, a representative range of the target population

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G

to be able to network with staff in other agencies and set up collaborative work so that the mutual commitment of time and resources creates multiple pathways for learners to enter, move through and move on from tuition

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G

to be able to develop outreach strategies to reach groups who are under-represented in the programme and to identify the kinds of learning options that would be attractive to them

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S

to be aware of the different roles of staff working in the programme (tutoring, management, guidance, development work and volunteers) and of the different learning options available

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S

to be aware of the type of information the organisation needs to collect about outreach, collaborative initiatives, joint provision and other marketing strategies and to appreciate how this information can be evaluated to determine the effectiveness of the programme

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**Related Roles**

People working in related roles include those who refer potential learners to the programme, or are involved in collaborative initiatives and joint provision, or offer advice, support or educational guidance to learners. Examples of people in related roles are guidance workers, reception staff, community care workers, health care workers etc. They may be working within the organisation providing the programme or in other agencies.

The Good Practice Framework on 'Entry Pathways', 'Curriculum' and 'Exit Pathways'.

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The knowledge and skills required are: to be aware, at a very basic level, of the major developments and research currently influencing practice in adult literacy and numeracy

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T

to be aware of the idea of lifelong learning and to appreciate that non-formal adult learning differs from the approaches to learning they have themselves experienced in formal education

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T

to be aware of the purposes and principles of non-formal adult literacy and numeracy programmes

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T

to appreciate that literacy and numeracy are complex capabilities and that limited opportunities and dependence on support, as well as their school experience, may affect adults' capabilities, self-esteem and confidence

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G

to appreciate the differences between tuition, support and opportunities or using literacy and numeracy and to be aware of their own and other agencies' role in providing each of these

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S

to be familiar with the programme options available in the area served and how potential learners can contact providers and what learners can expect at the referral stage and as they move through the programme

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## TRAINING AND STAFF DEVELOPMENT NEEDS SUMMARY

The following pages present the training needs in terms of three levels: Introductory, Professional and Advanced. The summary also shows 'core' training that is common to different members of staff and 'specific' training for those working in a particular role.

### Introductory

#### **Core Training at an Introductory Level for volunteers and staff involved in related roles**

- Major Developments and Research
- The Idea of Lifelong Learning
- Awareness of Programme Purposes and Principles
- Adults' Literacy and Numeracy Capabilities

#### **Specific Training at an Introductory Level for volunteers**

- Key Ideas in Effective Adult Learning
- Basic Awareness of Writing, Reading and Maths
- The Idea of the Learning Plan
- Awareness of Progress
- Providing Support
- Facilitating Shared Activities
- Awareness of Learning Activities

#### **Specific Training at an Introductory Level for staff involved in related roles**

- Distinguishing Tuition, Support and Opportunities
- Programme Options

### Professional

#### **Core Training at a Professional Level for staff involved in tutoring, programme management, guidance and development work**

- Current Developments, Policy and Research
- Understanding The Concept of Lifelong Learning
- Understanding Programme Purposes, Principles and Participants

#### **Specific Training at a Professional Level for staff involved in tutoring**

- Understanding Effective Adult Learning
- Knowledge of Writing, Reading and Maths
- Awareness of Literacies
- Assessing Needs and Developing learning Plans
- Assessing Progress, Profiling and Accreditation
- Learning about Learning
- Learning and Teaching Approaches
- Designing Learning Activities

#### **Specific Training at a Professional Level for staff involved in programme management**

- Analysing Information and Setting Priorities
- Evaluating Action Plans
- The Role of Partner Agencies
- Supporting an Effective Team
- Resourcing Learning Options
- Using Consultation
- Balancing Resources and Aims

#### **Specific Training at a Professional Level for staff involved in guidance**

- Understanding Effective Adult Learning
- Barriers to Successful learning
- Learning Needs and Options
- Introducing Learners to Learning
- Learning Plans and Progress
- Awareness of Staff Roles and Learning Options
- Awareness of Information for Evaluation

**Specific Training at a Professional Level for staff involved in development work**

Working Pro-actively and Jointly with Partner Agencies  
Developing Inter-agency Work  
Developing Outreach Strategies  
Awareness of Staff Roles and Learning Options  
Awareness of Information for Evaluation

**Advanced****Core Training at an Advanced Level for experienced staff involved in tutoring, guidance and programme management**

Comparing Developments and Policy  
Evaluating and Doing Research

**Specific Training at an Advanced Level for experienced staff involved in tutoring**

Theory and Research on Writing, Reading, Maths and Learning  
Exploring Context and Developing Principled Knowledge  
Literacy and Numeracy as Social Practices  
Critical Literacy and Numeracy  
Designing Learning Pathways  
Learning and Teaching in Different Options  
Designing for Broader Courses and Projects

**Specific Training at an Advanced Level for experienced staff involved in programme management**

Sustaining an Innovative and Reflective Team  
Developing Partnership Arrangements

**Specific Training at an Advanced Level for experienced staff involved in guidance**

Learners' Uses, Contexts and Goals  
Advocacy and Feedback within the Organisation  
Networking, Advocacy and Feedback with Other Agencies