

Integration of literacy & numeracy across VET – policy & procedure

Dr Inez Bailey, 8th June 2018



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N National Adult Literacy Agency
Ái: Áisíneacht Náisiúnta Litearthachta do Aosaigh

Why integrate literacy?

- Overall, the extent of the adult literacy / numeracy challenge
- Higher retention rates
- Higher vocational success rates
- Learners report better preparation for future job roles
- Higher achievement of literacy, language and numeracy qualifications
- Less success where vocational teachers have had to take **sole** responsibility for teaching language, literacy and numeracy.



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Objectives

1. Define 'literacy' and consider adult literacy issues.
2. Consider what 'integrating literacy' means for vocational trainers - and why do it.
3. Consider some 'top tips' for integrating literacy.
4. Get links to guidelines and resources.



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Literacy is ...



Literacy only has meaning in **contexts** of social practice.

There are **different** language and literacy practices ('literacies') in different contexts. For example: workplaces, public services, families, community activities, education and training courses.

Each vocational course has its own particular language, literacy and numeracy practices.



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What is 'integrating literacy'?

Removing unnecessary literacy barriers to learning and assessment in the vocational area.

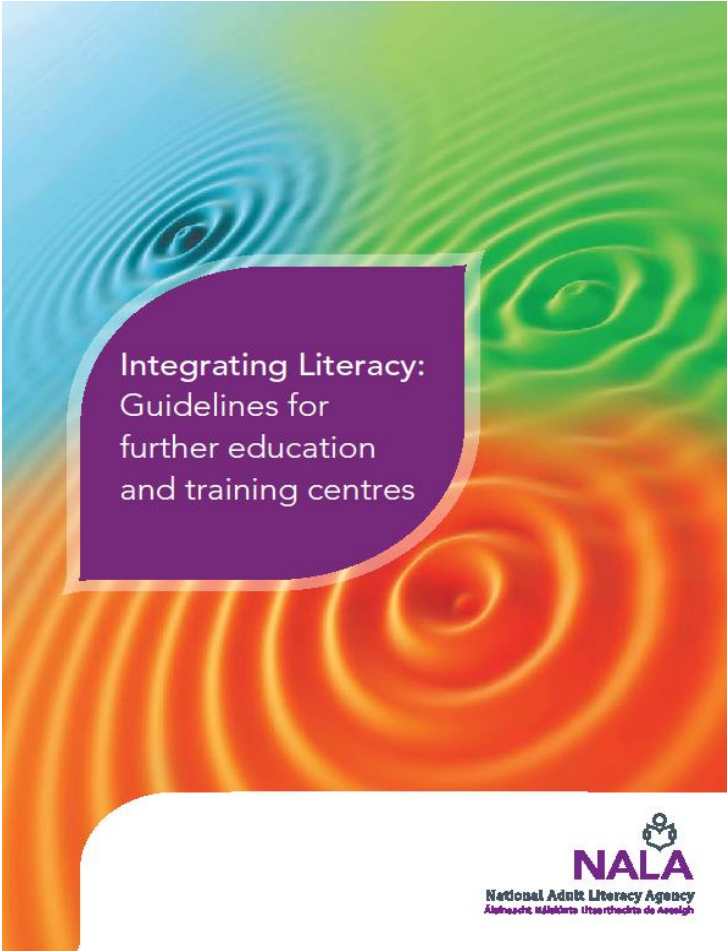
Developing the relevant language, literacy and numeracy **at the same time as** and **as part of** learning the course content.



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Integrating literacy policy



Integrating Literacy: Guidelines for further education and training centres

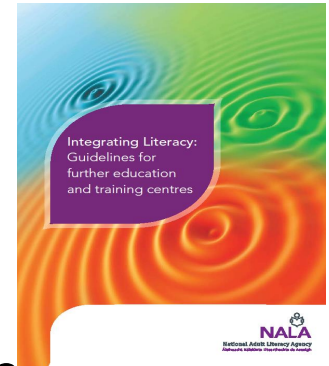
Integrating Literacy

Guidelines for further education and training centres

- Guideline 1:** Develop a policy and plan based on shared understandings of integrating literacy.
- Guideline 2:** Provide continuing professional development in integrating literacy.
- Guideline 3:** Allocate resources and develop communication and timetabling systems to support integrating literacy.
- Guideline 4:** Do a literacy analysis of the centre's courses and services.
- Guideline 5:** Develop literacy-friendly access procedures.
- Guideline 6:** Develop literacy-friendly induction procedures.
- Guideline 7:** Develop literacy-friendly transfer and progression procedures.
- Guideline 8:** Integrate literacy support and development with subject teaching and learning.

The key features of a **whole-centre approach**

- ❑ **Policy and plan**
- ❑ **Person/s** with specific responsibility (for example, ‘literacy facilitator’; a cross-curricular literacy / numeracy group)
- ❑ **Professional development** (for all staff as appropriate to role, and as a whole centre team).
- ❑ **Partnership**: systematic teamwork between literacy/numeracy staff and all other staff.
- ❑ **Timetabling** and **communication** systems enable literacy-focused teamwork.
- ❑ A literacy/numeracy **review** (analysis) of the programme, developing **literacy-friendly procedures, practices and materials** at each phase.



1. Identify literacy objectives

Think about the literacy and numeracy demands of the **vocational** workplace [Vocational literacies](#)

Think about the demands of the **course** materials and activities, for learning and assessment.

Think about **your learners'** strengths and needs in relation to those demands.

Plan what to do, to reduce unnecessary barriers and to 'scaffold' learners literacy and numeracy.



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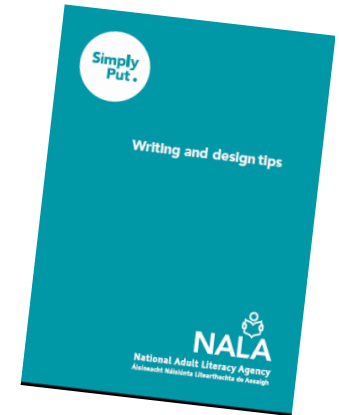
Template: Identify the language, literacy and numeracy

objectives of the course (See **Guideline 4** in [Integrating Literacy Guidelines](#))

Topic , task, activity	Language (key words; communication)	Reading	Writing	Numeracy	ICT

2. Make written materials clear

- Large font (minimum 12 point)
- Short sentences
- San serif font (for example, Ariel or Calibri)
- White space – (1.5 line space)
- Sub-headings and other signposts
- Images: when and if they help understanding
- Active voice (I will send it --- not 'It will be sent').
- Clear, clean photocopies (enlarge if necessary)



Writing and
Design Tips

<http://bit.ly/1ehZ1ns>

Simply
Put.

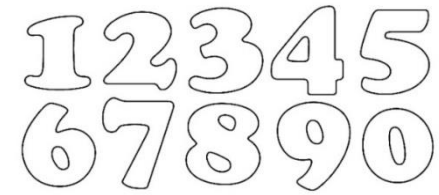
NALA website on Plain English www.simplyput.ie



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Plain Numbers



Top
tips

Plain numbers is about presenting numerical information so we readily understand it.

- Write numbers one to nine in words and use digits for 10 upwards.
- For writing dates, leave out st, nd, rd, th. For example, 7 May 2013.
- Leave a full space between a digit and the symbol if the symbol is a letter. For example, 25 m, 400 g.



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3. Use a variety of active learning methods



[variety active learning](#)



[3-D](#)

- Multi-sensory
 - Visual
 - Auditory
 - Kinaesthetic

- Universal Design for learning and assessment

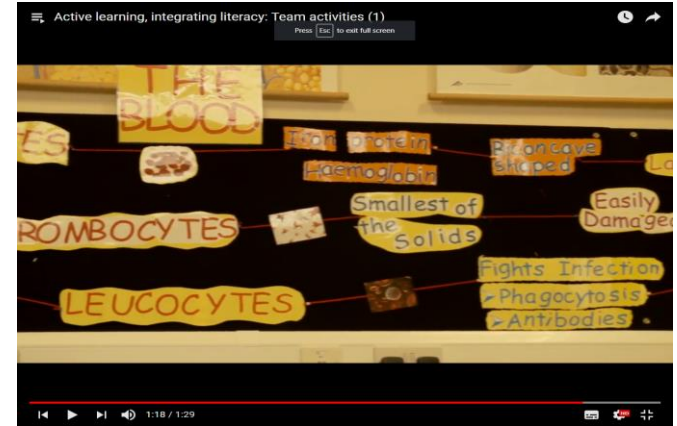


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4. Support language development

Plenty of opportunities for learners to **hear, see and use** new terminology.



Help learners to draw on their experience, knowledge and critical awareness as they take on new language and concepts.



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Support language development

Teach key words and phrases

- **specific** to the **subject**
- **Unfamiliar** to learners
- **familiar** but with a **different meaning** in this context.

Create opportunities for learners to **use** those words and to **talk** about the concepts or processes.

- Learners create **glossaries** of key terms.
- Learners use key terms in range of activities: groupwork; **discussion**; presentations; labelling; word walls; concept maps; digital stories; tweets; writing reports, instructions, evaluations.

When giving a talk...

- **Preview** the content: name the key points you will cover.
- Break talk into sections; **pause** after each, to check understanding.
- Allow time to think and formulate **questions**.
- Provide a **note-taking template**.



5. Support learners to use relevant reading, writing and numeracy

- NALA Guidelines for FET Centres:

<http://bit.ly/2d3rq4U>

- NALA guidelines for vocational and workplace

trainers: <http://bit.ly/2lavZ3w>



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Reading

Before reading:

- Clarify key words and phrases.
- Do a 'guided tour' of the text (headings, images, other 'signposts')
- **Discussion** before reading. Facilitate learners to **link the text to what they already know**; to **predict** what they will learn; to identify some guiding **questions**.
- Set an '**after** reading' task (such as creating a poster or a mind-map or a flow-chart).
- Share tips for what to do '**during** reading', to keep focused and to aid comprehension.



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Writing

- Provide **templates** for key writing tasks.
- Demonstrate and guide learners through all the **stages** in writing: **planning**, **structuring** and drafting, proofreading and editing the final version.
- Provide tips and checklists for **proofreading**. Share **spelling strategies**.
- Set '**success criteria**' for the writing task. Ask learners to **assess their own work** using those criteria.
- Give constructive **feedback** on the **content** of writing before giving guidance as required on technical aspects of writing.

Numeracy

I think it's **easier** to learn maths in here. You're obviously **doing something you really like doing**. For instance, the **mechanics**: a lot of your maths problem solving actually goes around (the job) - measuring the size of a plank, could be measuring the bore ... It just makes it that bit more **interesting**. Instead of saying like "I'm just going to go out there and measure how many acres is in that field." You know, it makes it easier when you put it into something that you **could be actually doing in the future**; and that helps you to **get the job done** in the garage.

I think people'd be **lost** without that kind of help in place. Like I said it's been a couple of years since I even opened a maths book. But like you **need** it now: this is where my life is going.



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6. Work together with literacy and numeracy practitioners to support learners' participation and success on the course

See NALA You Tube Channel for **examples of teamwork** between vocational and literacy and numeracy staff.

Guidelines on a whole organisation approach:

- [NALA Guidelines for FET Centres](#)
- [ETBI Integrating Literacy document](#)



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NALA Distance Learning Service

- Freephone 1 800 20 20 65 or text 'LEARN' to 50050
- Phone tuition – 30 minutes per week
- Independent learning online: www.writeon.ie with optional phone support
- Can work towards QQI awards at levels 2 and 3



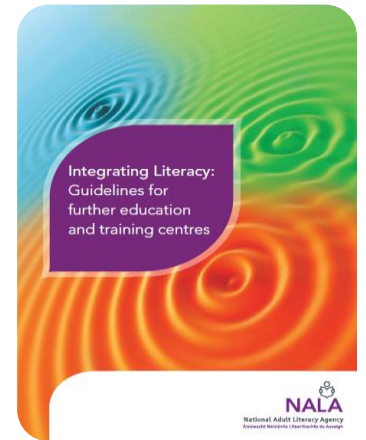
16,201
learners in
2016



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Resources

- NALA **Guidelines for FET Centres**: <http://bit.ly/2d3rq4U>
- NALA **guidelines for vocational and workplace trainers**: <http://bit.ly/2lavZ3w>



- Further Education Support Service **Resource Lists** <http://bit.ly/2mS88XO>
- Teaching and learning resources: <https://www.nala.ie/resources/131>
- NALA resource bank <http://resources.writeon.ie/>

Videos on integrating language, literacy and numeracy with vocational learning:

- <http://bit.ly/2hz6ybn> - in **Post Leaving Cert** courses
- <http://bit.ly/2xD2GtZ> - in **Apprenticeship** training
- <http://bit.ly/2fSVltd> - in **Community Training Centres**

Professional development

Maynooth University (MU)

The NALA-MU 100-hour [Certificate Course in Integrating Literacy](#)

(Level 7) is for managers, teachers and all staff in further education and training programmes. For more information see the link above.

Waterford Institute of Technology (WIT), Literacy Development Centre

The 35-hour module **Integrating Literacy in Adult and Further Education** (Level 6) is an elective in Year 2 of the Higher Certificate in Arts in Adult and Further Education. The module is also available by arrangement with WIT. For further information email Eilis Roche, emroche@wit.ie.

NALA provide non-accredited [workshops](#) on integrating literacy and numeracy into FET courses. The particular focus of the workshop is agreed with the organisation requesting the training.



Six tips for integrating literacy

1. Set relevant **literacy objectives** for your vocational course.
2. Make written **materials** clear and easy to use
3. Use a **variety of active learning and assessment methods**.
4. Support **language** development; teach essential terminology.
5. Support learner to use relevant **reading, writing** and numeracy.
6. **Work together with literacy specialists** to support learners' participation and success on the course.



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Further information

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Email: ibailey@nala.ie

Website: www.nala.ie

Distance learning website: www.writeon.ie

Plain English: www.simplyput.ie

Family: www.helpmykidlearn.ie



<http://facebook.com/nalairland>



<http://twitter.com/nalairland>



<http://www.youtube.com/user/nationaladulterac>

