DOCUMENT RESUME

ED 394 006 CE 071 315

TITLE	Developing ALBE Learning Programs. Inservice Program for Adult Literacy and Basic Education Personnel, Module 2.
INSTITUTION	National Staff Development Committee for Vocational Education and Training, Chadstone (Australia).
REPORT NO	ISBN-0-642-19317-7
PUB DATE	93
NOTE	95p.; For modules 1-5, see CE 071 314-318.
AVAILABLE FROM	Adult Basic Education Resource and Information Service, National Institute for Languages and Literacy of Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia (modules 1-4, $50 Australian, plus postage).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Educators; Adult Literacy; Competency Based Teacher Education; *Curriculum Development; Educational Planning; *Experiential Learning; Foreign Countries; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; *Literacy Education; Professional Development; Program Development; Teacher Workshops
IDENTIFIERS	*Australia

ABSTRACT

This module is the second of five integrated professional development modules for adult literacy and basic education (ALBE) personnel. This module is in the form of a 6-hour workshop, the purposes of which are to provide an experiential approach to ABLE program planning, to empower participants as curriculum developers, and to raise awareness of key components in the program planning process. An overview consists of these components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested references. Presenter's guidelines correlate content to the guidelines and resources in a three-column table format. The workshop resources section contains handouts, transparency masters, suggested resources, and workshop evaluation form. (YLB)

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Developing ALBE Learning Programs

Module 2

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CE 071 315

Developing ALBE Learning Programs
is Module 2 of the professional development course,
Inservice Program
for Adult Literacy and Basic Education Personnel,
a project funded by the
TAFE National Staff Development Committee.

Module 2 was developed in the Adult Literacy Services Bureau,
Department of Employment, Vocational Education and Training,
Western Australia

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Published by
TAFE National Staff Development Committee, Melbourne
for the Department of Employment, Education and Training

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Developing ALBE Learning Programs

Duration

6 hours

Purpose

To provide an experiential approach to Adult Literacy and Basic Education (ALBE) program planning

To empower participants as curriculum developers

To raise awareness of key components in the program planning process.

Relationship to Competency Standards

Competency standards for ALBE teachers have not been established by a national body fully representing the profession. However, the national project, "What is a Competent ABE Teacher?", undertaken by the University of Technology, Sydney has developed standards for the field.

Module 2 relates to the UTS Units of Competency 1, 3, 4 and 7. (See pages 8 – 9.)

Prerequisites and/or Corequisites

Not applicable

Summary of Content

Learner profiles

Defining goals and needs
Specifying teaching/learning objectives

Methodology

Recording programs

Monitoring progress

Assessment and evaluation

Modifying and completing program plans

Delivery

Interactive workshop with some plenary, small group and individual activities, as set out in the Presenter's Guidelines.

As the workshop is designed using a Competency Based system of Training, there are assessment tasks to be completed, one during the workshop and one over the next two months.

The coordinator will be responsible for sending a Statement of Achievement to each participant who completes both the assessment tasks to the standard required for this module.

Learning Outcomes

On completion of this module the participants will be able to:

1 select appropriate information from initial assessment as a basis for program planning

2 incorporate appropriate learner goals and objectives into program planning

3 develop appropriate learning programs

4 maintain sound monitoring, assessment and evaluation procedures and keep appropriate records.

Assessment Criteria

Assessment of the learning outcomes will be supervised by the presenter and/or coordinator of each workshop.

In addition to the tasks listed, the Participant's Profile allows for self-assessment of the learning outcomes.

The participants will complete two assessment tasks, the first during the workshop and the second within the next two months.

1 Build a cohesive program plan using case studies.

2 Devise a learning program plan based on current learner group and teaching situation, to be submitted within the next two months.

Minimum Essential Resources

- board or overhead projector and pens/markers
- large sheets of paper (A3 or butcher's) or OHP sheets for groups to use for brainstorming/recording program plans; OHP sheets of resources prepared beforehand, if it is intended to show them on an OHP
- Resources 1 to 20 which can be photocopied back-to-back and put into a folder (with a request to participants not to turn past the current page)
- additional information which may need to be substituted or added (especially to Resources 6, 7 and 8) to meet individual state and territory needs
- Resource 21, "Evaluation of the Workshop", which is handed back to the presenter after it has been filled in, before the workshop ends. Photocopy it on a separate sheet.

Suggested References

These references, together with the other articles referred to in the Resources column, have provided the theoretical underpinning to this workshop. They are listed in Resource 19 for participants to use for further professional reading.

The references which are marked with an asterisk (*) below, and similarly in the Resources column of the Presenter's Guidelines, may be accessed through:

Adult Literacy Teaching: A Professional Development Course (1991) TAFE TEQ Language and Literacy Centre Queensland.

The following books and journals could be displayed at the workshop.

ALBSU (1991) *Progress Profile* London *

ARLA (1990) *Where to from Here?* Adult Reading and Learning Assistance Federation of NZ *

Auerbach E & Wallerstein N (1987) *ESL for Action: Problem Posing at Work* Addison-Wesley Sydney NSW

Between the Lines Workbook (1990) NSW Adult Literacy Council Alexandria NSW

Cornish S (1992) *Curriculum Guidelines Community Access* AMES NSW
Good Practice in Australian Adult Literacy and Basic Education Nos 1, 7, 8, 10, 14

Hammond, J et al (1992) *English for Social Purposes: A Handbook for Teachers of Adult Literacy* NCELTR Sydney

Hood S & Solomon N (1989) *Reading and Writing Assessment Kit* NCELTR Sydney

Joyce H (1992) *Workplace Texts in the Language Classroom* AMES NSW

Thiering J, Hatherly S & McLeod J (1992) *Teaching Vocational Mathematics* NCVER

Acknowledgments

Thanks go to Pam Ellinson, Diana Hartley, Lee Lenyk, Lyn Southam and Monica Verrier for their assistance during the writing of this program.

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Source materials used for the resources:

Resource 3 Ryan T (1988) "Assessment and Education in Adult Literacy: a response to the Brian Cambourne/Jan Turbill workshop 1987" *Literacy Exchange* March

Resource 10 *Adult Literacy Basic Training Handbook* DEVET WA

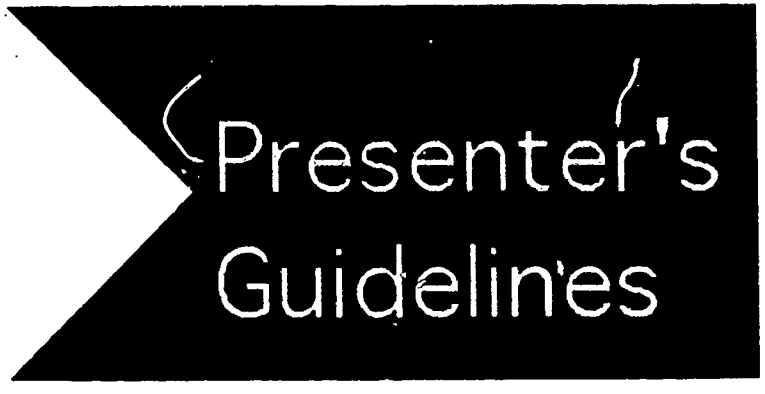
Resource 11 Cornish S (1992) *Curriculum Guidelines: Community Access* AMES NSW

Resource 14 *Adult Literacy Teaching: A Professional Development Course* (1992) Language and Literacy Centre TAFE TEQ Queensland

Osmond P (1989) "The Why, Who, What and How of Assessment" *Literacy Exchange* August

ALBSU (1988) "Assessing the Progress of Learners" *Newsletter* No 31

Developing ALBE Learning Programs



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Presenter's Guidelines

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CONTENT	PRESENTER'S GUIDELINES	RESOURCES
SESSION 1 (1 hour 30 minutes)	Times given are suggestions only. Allow for feedback, comments and discussion.	
1.1 Introductions (10 minutes) • Who are you? • What are your expectations?	Encourage participants to wear name tags and to work with others, preferably not usual associates, in pairs and group situations throughout the day. Participants state name, current teaching situation, expectations etc to whole group.	Name tags, board, pens/chalk, OHP sheets or large sheets of paper and marker pens.
• Aim of the workshop is for you to: a) empower yourself as a curriculum developer b) experience program planning as a process c) recognise the key components required in the program planning process. • Filling in of Participant's Profile (Column 1) • Explanation of Assessment Task procedure	These aims could be: i) stated by presenter ii) put on OHP or iii) linked with expectations already stated. Participants complete first section of Resource 1. Give procedure for both tasks, name and address for forwarding the second task and the due date.	Beattie S (1991) *Moving from Strength to Strength: A Self Paced Professional Development Package for Teachers of Adult Literacy and Numeracy* Faculty of Education, UTS * **Resource 1 –** "Participant's Profile" **Resource 2 –** "Assessment Tasks"

1.2 Background information (25 minutes) • What factors motivate or influence the reasons for operating in a particular way?	There are several perspectives which combine to give emotional and psychological as well as philosophical and political dimensions. The main three being considered briefly here are: i) the role of the teacher ii) the outlook of the organisation iii) the learner as consumer. Divide the board/OHP sheet into three columns labelled **teacher/organisation/learner perspectives** to elicit responses to the following questions under a), b) and c).	
• Where are you as a teacher coming from? • What will you be bringing to the learning situation? • What roles can/do teachers take?	Participants contribute suggestions and examples of teacher-role words to list on board in first column, eg negotiator — object of admiration facilitator — fount of knowledge and wisdom provider — controller comforter — guide judge — supporter encourager — authority figure	Tennant M (1991) "Establishing an 'Adult' Teaching-Learning Relationship" *Australian Journal of Adult and Community Education* Vol 31, No 1, April 1991 *
• What do you consider to be your role? • and Why?	Resource 3 could be used in pairs as a discussion prompt for participants to focus on their own "posture" as a teacher (3-5 minutes).	**Resource 3** - "Teacher -Role Posture"

• What characterises Adult Literacy and Basic Education? • In what ways is an andragogical perspective (teaching adults) different from a pedagogical one (teaching children)? • Thinking of your own experiences as an adult learner, what conditions provided you with optimum learning opportunities?	Whole group discussion to elicit responses for second column on board/OHP, perhaps starting with participants' own experiences and ending with ALBE perspectives, eg learner-centred communicative needs-based negotiated curriculum participatory approach student as partners in learning whole-language principles using the 4 macro skills value of critical literacy (see below) in helping learners reach their potential, find order in their lives and make changes.	Boud D (1987)"A Facilitator's View of Adult Learning" and Maclean H (1987) "Linking Person-Centred Teaching to Qualitative Research Training" in Boud D and Griffin V (eds) *Appreciating Adult Learning from the Learner's Perspective* Kogan Page London *
• What is the overall **aim** of ALBE learning programs?	As a summary, show the parachute sketch on an OHP or use Resource 4 to conceptualise the empowerment process: learners' literacy goals affecting the full spectrum of wider life goals through the tools of literacy. Draw attention to Freire's critical learning approach which emphasises that language skills can be used by adults to change what's happening and take control of their lives—the parachutist does not have to plummet out of control!	**Resource 4 -** "Parachute Person" Freire P (1970) "The Adult Literacy Process as Cultural Action for Freedom" *Harvard Educational Review* No 40 *

• What factors are your learners likely to be bringing to the learning situation?	Participants in pairs or small group discussion could write key words at foot of "Parachute Person" associated with learners' skills, attitudes and knowledge (5 minutes), eg needs and interests motivation, anxieties learning style preferences educational background survival strategies cognitive maturity emotional/attitudinal maturity wishes and expectations personality life/social experiences cultural background support from family (or lack of) Collate responses for third column on board/OHP.	
1.3 Learner profiles (20 minutes) • What information about the learner would you as a teacher need/want to know?	At participants' suggestion, the presenter could asterisk or underline some of the words given above and add extras, eg skills and strategies in spoken and written language past practices in literacy and numeracy emphasis on strengths rather than weaknesses (and so avoid the deficit model/attitude).	Good M & Holmes J (1979) *How's it Going? An Alternative to Testing Students in Adult Literacy* ALU London

• Where would you get this information from?	Elicit suggestions, eg from own informal interview with student from initial assessment by teacher or counsellor from other teachers especially in vocational situations from classroom interaction, activities and unstructured open questions.	Hood S & Solomon N (1989) *Reading & Writing Assessment Kit* NCELTR Sydney
• How could this information be recorded?	Examples associated with above, such as Resources 5 to 9, could be referred to with time given to read them, especially the case studies (Resources 7 and 8), eg a reading/writing interview sheet an individual record card a completed initial assessment form written notes a group (class profile) summary Then discuss as a whole group the appropriateness of these methods of recording initial assessment. Elicit any other suggestions. **NB** Resources 6, 7 and 8 may need to be added to or altered to show levels of literacy related to National Frameworks and/or particular state/territory requirements.	**Resource 5** - "Interviewing" **Resource 6** - "Individual Record Card" **Resource 7** - "Initial Assessment Report" **Resource 8** - "Case Study Notes" **Resource 9** - "Class Profile Proforma"

1.4 Defining goals and needs (30 minutes) • How would you set about negotiating and clarifying goals with your learners from individual and whole class perspectives? • What strategies could be used to record these goals?	Pairs or groups of three or four participants brainstorm the following, or role play (with one participant acting as one of the case-study learners): i) the type of questions that would help learners clarify their goals and initiate the negotiation process ii) various strategies that could be used to record these goals. (10 minutes) In whole group feedback, one or two participants read out their question and strategy 'suggestions' for others to add to/comment on. What can you do now? What do you want to be able to achieve? Why do you want to do it? What skills will you need? How will you know when you've done it? What will happen when you can do it? Draw participants' attention to the four following suggestions: • learner progress profile sheets such as Resource 10 • "can do" cards/checklists	Black J & Raines J (1988) "Why Negotiate?" *Good Practice in Australian Adult Literacy and Basic Education*, No 1 * Boomer G (ed) (1982) *Negotiating the Curriculum: A Teacher – Student Partnership* Ashton Scholastic NSW * **Resource 10 –** "Learner Progress Chart"

1.4 Defining goals and needs (continued)	• semantic mind-mapping exercise. (*This can be completed individually or as a class where students prioritise important aspects of their own learning.*) To show what mind-mapping entails, ask participants to look at Resource 6 and make suggestions about what Scarlett wants to learn. Write these suggestions randomly on the board/OHP, perhaps similar to those in the boxes in Resource 11 and then add in any thoughts/skills/strategies a teacher might associate with these needs. • class planning workshop using general stimulus questions for class discussion to start broadly and then focus on commonalities, eg How do you see the future in 5 – 10 years? What's your picture of the world? Where do you see yourself? What are your personal dreams/goals? (continued on next page)	**Resource 11** - "Mind-mapping exercise" **Resource 6** SCEC (1991) "Planning a Program" *Tutoring Adults in Basic Education* Scottish Community Education Council, Edinburgh. ALBSU (1991) *Progress Profile* London *

	What do you need to get there? What would the group like to see in this course? How are we going to structure it? *(This could be recorded as a group exercise and written notes of the comments and decisions could be distributed for later referral/re-negotiation.)*	ARLA (1990) *Where to From Here?* Adult Reading and Learning Assistance Federation of NZ *
• What other factors may need to be considered?	Write suggestions related to above on the board and then add in other factors, eg • program/workplace/societal contexts • different notions of literacy • non-academic outcomes: increased confidence social contact improved expression of needs • shift from teacher-centred to learner-focused programs • developing learner responsibility for own learning outside of the class time or class situation.	Barclay P (1991) "Critical Thinking in Adult Basic Education" *Good Practice in Australian Adult Literacy and Basic Education* No 14 Black S, Dell D, & Norrish D (1991) "Learning to Learn in ABE" *Good Practice in Australian Adult Literacy and Basic Education* No 14

CONTENT	PRESENTER'S GUIDELINES	RESOURCES
SESSION 2 (1 hour 30 minutes)		
2.1 Specifying teaching/learning objectives (20 mins) • What specific and achievable teaching/learning objectives could you and your learners distil from all the information gathered?	Pairs or groups of three to four participants choose one of the case studies to role play: • the filling-in of a learner progress sheet as in Resource 10 or • a mind-map as in Resource 11 in order to help a learner define goals and/or needs and more specific objectives.	**Resource 7** **Resource 8** **Resource 10** **Resource 11**

2.2 Methodology (35 minutes) • How would you link/sequence/incorporate contexts, activities and tasks with learning processes and outcomes? • What teaching approaches do you prefer?	Elicit responses/comments from participants and, using examples from the resources, link them to the following: i) language experience (refer to Resource 12 and "A Balanced Diet" article) ii) literacy and numeracy in context (refer to "Between the Lines") iii) genre-based approach (refer to Resource 13) (continued on next page)	**Resource 12 –** "Cone of Learning Experience" Ennis R (1990) "A Balanced Diet" *Good Practice in Australian Adult Literacy and Basic Education* No 10 Between the Lines [Workbook & Videos] (1990) NSW Adult Literacy Council **Resource 13 –** "A Genre-Based Approach" Joyce H (1990) "Modelling: A Step Towards Control of Texts" *Interchange* No 16 NCELTR (1992) *English for Social Purposes: A Handbook for Teachers of Adult Literacy*

	iv) problem-posing approach (refer to *ESL for Action: Problem Posing at Work*) v) thematic approach (refer to Resource 14) Use a mind mapping technique in pairs or on the board/OHP to note the literacy/numeracy skills and genres associated with a semantic "Health" map. • Start with the 5 boxed words in Resource 12. • Follow with the mind-mapping. • Then give out Resource 12 to compare to what you have recorded and/or add to it.	Auerbach E & Wallerstein N (1987) *ESL for Action: Problem Posing at Work* [Teacher's Guide and Manual] Addison-Wesley Sydney **Resource 14 –** "Semantic Map"
2.3 Recording programs (35 minutes) • How can you and your learners record this as a program plan? • What strategies/resources/support will be needed?	Participants make suggestions for recording program plans. They could look at Resource 15 as **one** format idea. Pairs/groups start to draw up their own program plan based on some of the case study information and objectives already identified; and using appropriate methodology in a series of connected steps. (To be completed in the workshop.)	**Resource 15 –** "Unit Program Plan"
▶ **ASSESSMENT TASK**	Each participant will build a cohesive program plan using case studies.	

CONTENT	PRESENTER'S GUIDELINES	RESOURCES
SESSION 3 (1 hour 15 minutes)		
3.1 Monitoring progress (25 minutes) • What are you/your learners wishing to monitor? • Are there other reasons besides assessment for monitoring progress? • What methods could be used for monitoring progress?	Participants divide a page into three columns: "What?", "Why?" and "How?" and brainstorm in small groups. **a) Suggestions** For example: starting points for tasks and completion of tasks realistic time frame development of processes small steps in achievement overview of work being done need to group/regroup need to review goals in the light of progress made with view to remediation or extension. **b) Reasons** For example: for reflection which helps people learn from experience for assessment for determining learning directions for encouraging learner responsibility for comparing learner achievement with set goals.	ALBSU (1991) *Progress Profile* London * ARLA (1990) *Where to From Here? A Pack to help you set learning goals and record your progress.* Adult Reading and Learning Assistance Federation NZ *

	c) Methods For example: learners maintaining a folder/folio observation and discussion anecdotal records journal comments samples of written work/tasks reading log/diary responses to literature details of personal projects/interests self-assessment comments timetables progress review charts. One or two groups give feedback for others to comment on or add to. List suggested methods on the board/OHP.	Barry B (1990) "Program Organisation and Delivery" *Good Practice in Australian Adult Literacy and Basic Education* No 8
3.2 Assessment and evaluation • What is the relationship between these terms?	Participants could suggest answers and/or refer to quotes in Resource 16 (using separate OHPs, already prepared) for stimulating a discussion on: • how definitions can overlap, and • the fact that there are many different aspects to assessment..	Osmond P (1989) "The Why, Who, What and How of Assessment" *Literacy Exchange* August **Resource 16** – "Assessment and Evaluation Quotes"

• Why should they form integral parts of program planning?	Participants contribute ideas, eg support and feedback to learners accountability to the purse-holders recognition of prior learning record of achievement analysing suitability of teaching strategies diagnosing learning problems reflection, revision of program plan.	Bradshaw D (1990) "Seasoning for Quality" ; Ennis R & Griffin J (1990) "Evaluation and the Curriculum" *Good Practice in Australian Adult Literacy and Basic Education* No 7 ALBSU (1988) "Assessing the Progress of Learners" *Newsletter* No 31
• What ongoing assessment methods provide appropriate feedback in a learner-centred approach?	Elicit suggestions from participants which can be added to the list of monitoring methods already on the board, eg jigsaw activities pair tutoring/peer assessment projects/research presentations worksheets	Charnley AH and Jones HA (1979) *The concept of success in Adult Literacy* Huntington Publishers Ltd Cambridge *
• How can this be recorded?	Show examples such as student self-assessment progress review student checklist learner statement about work completed teacher checklist.	**Resource 17 –** "Student Progress Report" **Resource 18 –** "Student Checklist" **Resource 13 (iii)**

• How can you, as teacher, best evaluate the program planning process as well as the students' program achievement?	Distinguish between two modes of evaluation: i) descriptive — which involves critical reflection through activities such as action research, keeping a journal, writing up case studies/reports ii) criterial — which involves measuring success and describing outcomes by comparing achievements with set goals or performance such as using checklists, performance indicators/scales.	Coates S (1989) "Evaluation in Adult Literacy and Basic Education" *Literacy Exchange* August 1989 *
• How can learners be involved in this evaluation process? • How do you assist students in determining learner pathways? Where are they going from here? • What information do you think the learner needs from you?	Discuss involving learners through informal talks, interviews, diaries and questionnaires (see Resource 19). Participants suggest strategies such as self-planning discussions. What do you intend to do next week? next month? in a year's time? Participants use case studies and embryonic unit program plan to add the monitoring/assessment opportunities. (20 minutes)	**Resource 19 –** "Student Questionnaire"

CONTENT	PRESENTER'S GUIDELINES	RESOURCES
SESSION 4 (1 hour 15 minutes)		
4.1 Modifying and completing program plans (20 minutes) • Any additions/revisions needed?	Allow time for modifications or additions to case study program plan.	
• **Feedback** (45 minutes) • Any questions/comments?	Each group shares with whole group, using large sheets or OHP sheets, to highlight key features/directions taken in their planning, or any particular aspects/problems encountered.(Emphasise that only a very brief outline is needed otherwise this will end up as too long and boring.) Follow with questions and discussion. Draw attention to: • the list of references, for participants to use after the workshop • future directions, including procedure for second assessment task, posting address, due date	**Resource 20 –** "Suggested References" **Resource 1**
4.2 Workshop evaluation (10 minutes)	Hand out the evaluation sheet which is to be completed prior to leaving workshop.	**Resource 21 –** "Evaluation of the Workshop"
▶ **ASSESSMENT TASK:**	Each participant will devise a learning program plan based on current learner group and teaching situation.	

Developing ALBE Learning Programs

Resource 1

Participant's Profile

Unit 2: Developing ALBE Learning Programs

Please rate yourself against the learning outcomes on a scale of 0 – 6.
A rating of 0 signifies no experience or ability in the area.
A rating of 6 implies that you have a high level of skill.

STATEMENTS	BEFORE WORKSHOP	AFTER WORKSHOP	3-6 MONTHS LATER
I select appropriate information from initial assessment as a basis for program planning.			
I incorporate appropriate learner goals and objectives into my program planning.			
I develop appropriate learning programs.			
I maintain sound monitoring, assessment and evaluation procedures and keep appropriate records.			

Resource 2

Assessment Tasks

listed as they will occur on the day

To be submitted during the workshop:

- Build a cohesive program plan using case studies.

To be submitted within 2 months of the workshop:

- Devise a learning program plan based on current learner group and teaching situation.

Participants who complete both assessment tasks will receive a Statement of Competencies recognising the competencies attained.

Send completed Assessment Tasks to Workshop Coordinator:

Name .....

Address .....

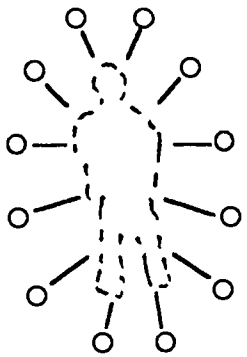
.....

.....

Date Due .....

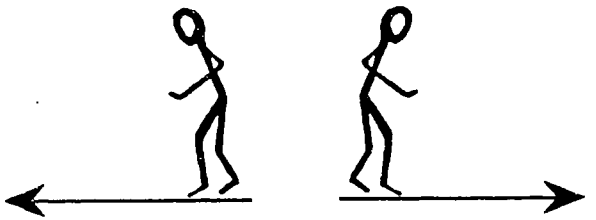
Resource 3

Teacher-Role Posture



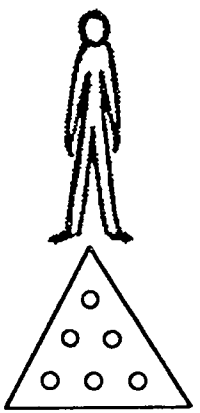
Neutral Facilitator

Not focused, subject to vagaries and whims of learning groups



Vacillator

Vacillates between two extremes, searching for a stance and identity



Non-Negotiator

Rigid, authoritarian

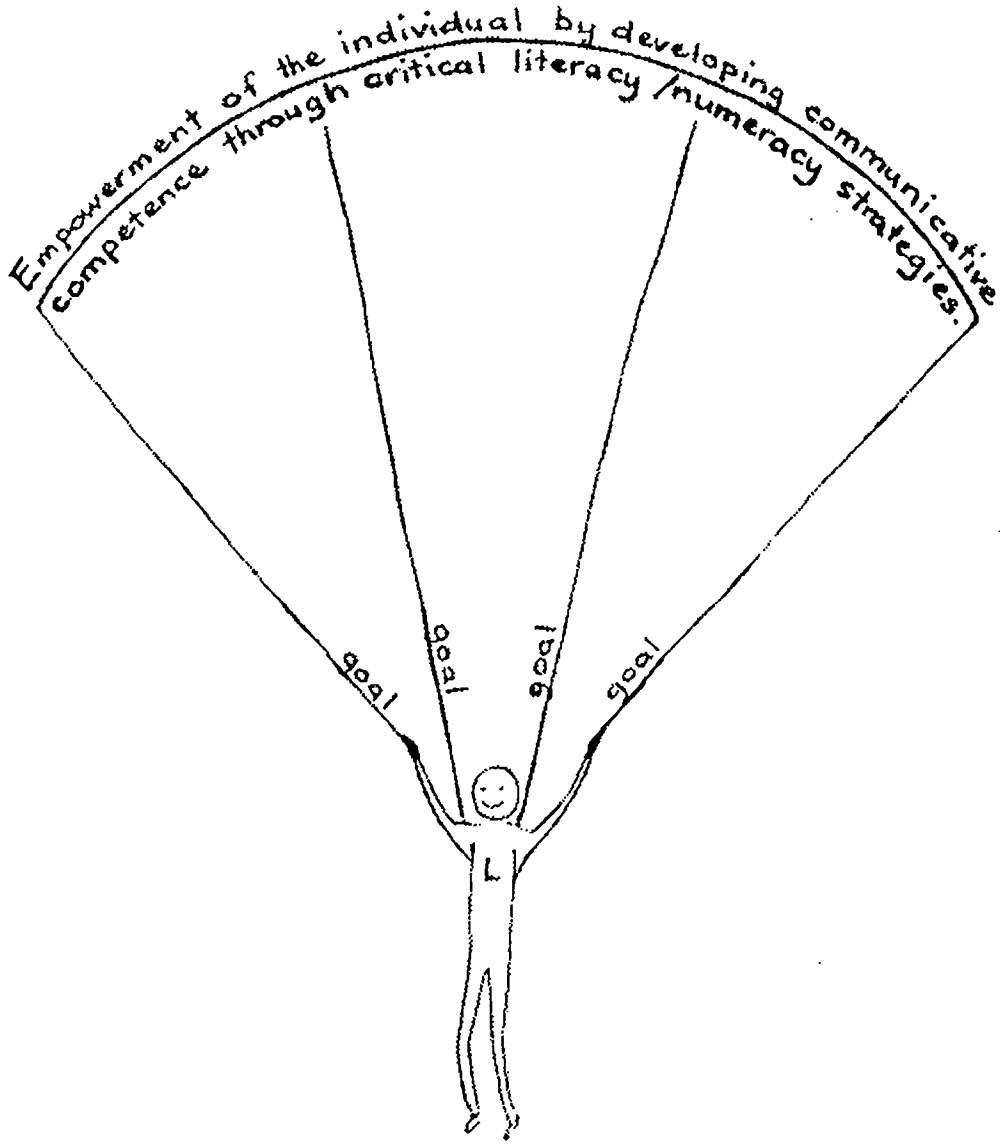
Compromiser

Seeks the middle ground between ignoring people's conflicting needs and expectations, and meeting them all. This is why teaching is so emotionally charged. It touches upon your perception of self and how you relate to others.

Parachute Person

Dr. Freire writes from a Third World perspective, but with obvious implications for education in general. He rejects mechanistic conceptions of the adult literacy process, advocating instead a theory and practice based upon authentic dialogue between teachers and learners. Such dialogue, in Freire's approach, centers upon codified representations of the learners' existential situations and leads not only to their acquisition of literacy skills, but more importantly to their awareness of their right and capacity as human beings to transform reality. Becoming literate, then, means far more than learning to decode the written representation of a sound system. It is truly an act of knowing, through which a person is able to look critically at the culture which has shaped them, and to move toward reflection and positive action upon their world.

(from the introduction to Paulo Freire's article 'Cultural Action for Freedom' in the Harvard Education Review Vol 40, No.2, May 1970).



Interviewing

READING INTERVIEW

1. SKILLS

Do you know most of the sign words you need ? (eg. DANGER, EXIT, PUSH)

Can you read without getting stuck on little words like 'and' 'when' 'how' 'with' ?

Can you use a telephone or street directory ?

Have you passed the driver's licence test ?

Do you read newspapers ?

Do you use a library ?

Do you cope O.K. with everyday reading like recipes, forms, letters, magazines?

2. MODEL

What do you do when you come to a word that you don't know ?

Do you ever do anything else ?

What's your idea of good reading ?

3. GOALS/NEEDS

To improve your reading, what do you think you need to do?

What would you like to work on ? eg, newspapers, magazines, signs, labels, stories, poetry, plays, forms, street directory, etc.

Any other goals?

Comments ?

WRITING INTERVIEW

1. SKILLS

Do you cope O.K. with writing notes, short forms, bank forms and cheques ?

Can you write to friends and relatives without worrying ?

Can you use a dictionary to check spelling and the meanings of words ?

Do you feel O.K. about using full-stops and capital letters ?

When you write do you ever make a first draft and then work on this ?

How do you feel about your handwriting ?

Can you fill in forms like insurance forms and job application forms ?

Do you feel confident about your spelling ?

Can you write a formal letter eg, complaint letter ?

2. MODEL

When you're writing and you get stuck, what do you do ?

What would you say makes a 'good writer' ?

3. GOALS/NEEDS

To improve your writing, what do you want to be able to do ?

What would you like to work on ?

Any other goals?

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Resource 6

Individual Record Card

Name: Scarlett O'HARA Age: 35

Telephone: 4513345 Address:

Occupation: Cleaner

Referred by: Self - saw "Bluffing It" Date: Oct. 92

Available: Morning Transport: Own Venue: Own home ✓
Afternoon ✓ Public ✓ Tutors home ✓
Evening ✓ Other ✓

Education: Very traumatic. Victim of ridicule in small school in Ireland. Seems to have developed a learning block as a result

Interests: Cosmetics, women's magazines, walking, decorating, travel

Tutor Assigned:

Comments: Scarlett has tremendous inferiority complex as a result of literacy problems. Read all "life words" without hesitation. Would not read aloud even after demonstrating that she had comprehended a short newspaper article.

Goals: To be able to function as a literate member of society without fear of embarrassment + humiliation. To be able to complete forms confidently, follow simple instructions + leave 'readable' notes for her family.
Would love a job demonstrating makeup + skin care.

I was very nervers coming hear to day But the LADY made me feel good I am very nervces and I wont to learn to spell and write a letter and feel in a Forum.

Resource 7 (i)

Initial Assessment Report

STUDENT ASSESSMENT REPORT Date: 13·10·92

Name: MAO Seng

Address: _____

_____ Post Code: _____

Phone: _____ Occupation: Unemployed Age: 22 M

Country of Origin: Cambodia First Language: Khmer

Messages: Between 8.30 + 9.00 am or leave a message

Was enquiry made by student/other (please specify): Friend, through the Buddhist society who accompanied him to interview

If student, do family members know? ✓

If other, did student know? ✓

When is student available for tuition? Daytime

Venue preferred: Student's home ✓

Tutor's home ✓

Other ✓

Transport available: Own ✓

Public _____

Other _____

BACKGROUND INFORMATION:

Interests: Sport; chess; table tennis; making jewellery

Home Situation: lives with mother, brother + sister (one little baby) can arrange a quiet spot for learning.

Work Situation: Unemployed; wants to be a jeweller or do office work.

Schooling: Has done 3 years alternative program (ESL) in upper school to Year 12

Reasons for Problems: NESB – only been in Australia for 5 years. Had polio affected his leg, difficult to take jobs requiring physical strength.

Student's Goals: To improve English and other skills for career purposes and possible full-time study in '93

NAME _____

PERFORMANCE LEVELS

READING Says he reads newspaper regularly esp. the local Community News; enjoys adverts, political type magazines + books. At newspaper level reads v. slowly, stumbles over words, problem with idioms. Reasonable understanding but unable to pick up details + problem putting into own words. I would say he "copes" with newsp. but at survival level only.

WRITTEN EXPRESSION See sample. Has a number of syntax/2nd language problems e.g. incorrect tenses, word order confused. Despite feeling he has done a lot of English + is okay, he needs a lot of work here.

SPELLING Not too bad – appears to cope better with this than syntax

HANDWRITING Legible; uses cursive script

SPOKEN ENGLISH Reasonably orally fluent though strong accent; good understanding

PRACTICAL SKILLS Has a disabled driver's licence; can use street directory quite well though experiences some problems with phone book

NUMERACY He feels he's okay here although he admits he's not "terribly good". Quite fast with calculations; difficulties with problem solving questions (because of unfamiliar slang?) Copes with simple maths (4 operations) but not fractions, decimals, ratios etc.

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Resource 7 (ii)

NAME MAO Seng

GENERAL COMMENT ON STUDENT'S ATTITUDE AND MOTIVATION

Seng is very pleasant, appears quite bright + highly motivated. He tends to feel his English skills are better than they are (esp. at the written level) - that he'd now like to do something other than English to improve his job prospects. Would like to take an office job or train as a jeweller. Was v. interested in the "Adult Preparation" 16 hour course but I doubt that his skills would be sufficient for him to keep up with others. "Literacy for Job Seekers" was a second, though less exciting + appealing, preference. He was to follow this interview up with the Counsellor to obtain some help with career direction.

RECOMMENDATIONS

"Literacy For Job Seekers" 8 hrs per week (Adult literacy level) plus 2-4 hrs of maths remedial. He will approach the CES to see if they will fund him to attend

INTERVIEWER MM

DATE 13.10.92

FURTHER ACTION

Seng may decide to request a tutor at a later date, depending on how he settles into class

NAME: mao Seng

ADDRESS:

TELEPHONE:

"today life"

life this the thing you cannot see touch it. Only thing you can feel or heard from it; when you doing something which you cause yourself in dangerous or illegal of society.

Resource 8

Case Study Notes

HELEN TROY

- 47 years old - married - 2 children 19 and 17
- Works in old people s nursing home as a diversional therapist.
- Came to Australia from Greece, 10 years old.
- Finds writing very hard especially the spelling but feels her reading is O.K.
- Enrolled in the Advanced Certificate Course Working with Older People - needs to take notes, spell words needed, write up patient details and work reports, fill in forms.
- Also wants to be able to write messages at work and at home, write letter for patients for sending to their families.

PATRICK BLACK

- 27 years old - single
- Very disrupted schooling, chronic asthmatic, missed most of grades 1 and 3.
- Works in Goodwill Industries Workshop.
- Can copy neatly without understanding the text, either unconfident or unable to write even simple sentences.
- Wants to pass driver s licence and become more independent in reading and writing tasks in order to get a better job.
- Enjoys motor racing, tennis, TV and chess.

GARY COOPER

- 21 years old - married
- Classified as dyslexic after extensive and repeated testing, received some remediation at high school, did not help much.
- Works as a security guard - promotion at work now means he has to write reports, and itis taking him a long time to check off most words in a dictionary.
- Can read, does not enjoy it but is aware of need to improve accuracy and speed. Spelling improvement is his priority.
- Would like to enter the police force before he is 30.
- Interested in playing drums and the piano (by ear) and archery.

[illegible]ILA BRUCE

- 30 years old - Aboriginal
- Recently widowed - 3 children 7, 6 and 4.
- Moved around a lot as a child. Country schools.
- Helps out in the local school canteen.
- Would like a job as a shop assistant.
- Wants to be able to help her children with their homework especially maths, and to understand and fill out all the household forms and bills.
- Can read social sight words and easy stories and writes simple sentences phonetically.

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Resource 9

Class Profile Proforma

Profile of Learners in _____

Name of Learner	Age Sex	Educational Background	Occupation (now/previous)	Interests	Comments/Needs/Purposes		
					Reading	Writing	Other

Resource 10

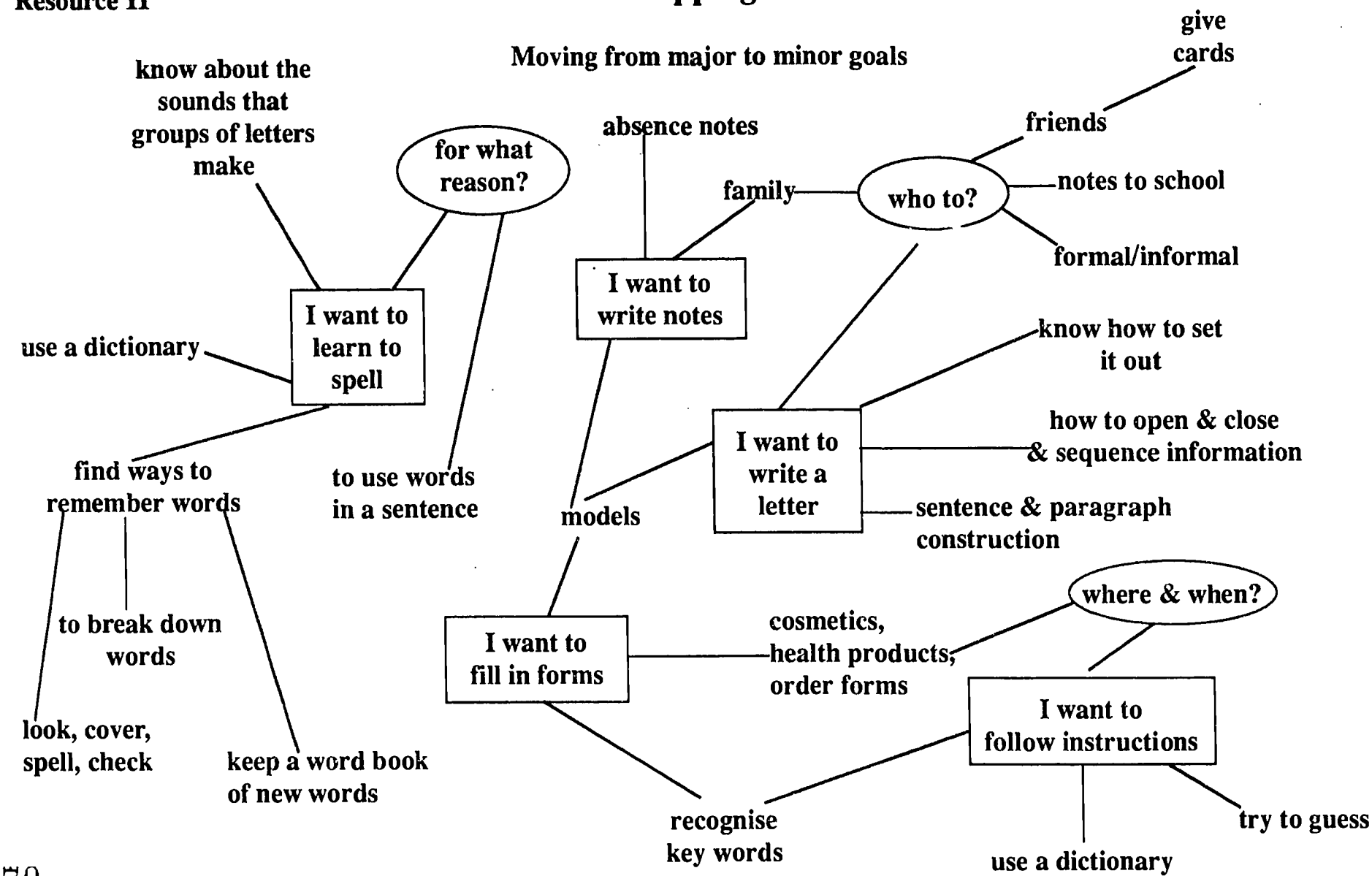
Learner Progress Chart

Date	What do I want to be able to do?	What do I need to learn?	What resources can I get, or use?	How will I know when I've done this?

Resource 11

Mind-mapping exercise

Moving from major to minor goals



Cone of Learning Experience

LANGUAGE EXPERIENCE

* means the teaching of reading and writing using the learner's real experiences

* these experiences provide rich language opportunities for using

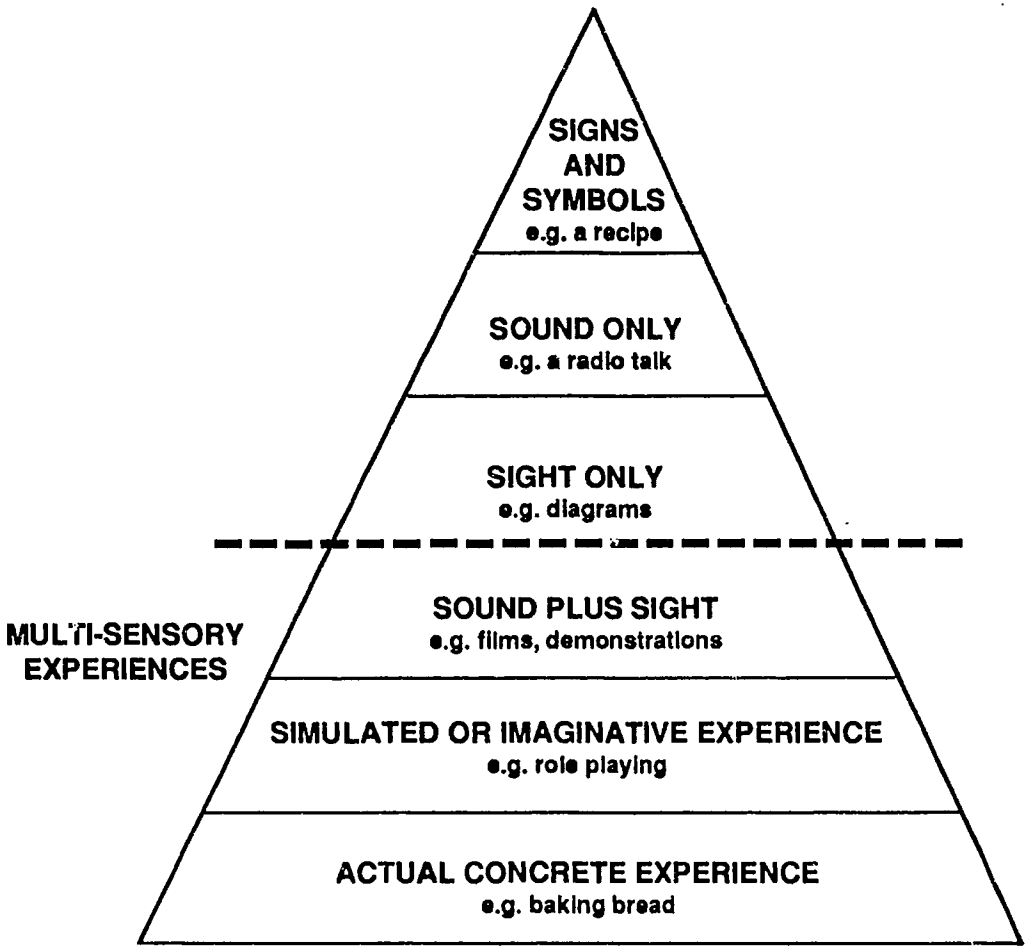
speaking and listening

as stepping stones

to reading and writing

ALL LEARNING IS BASED ON EXPERIENCE

The more vivid and concrete the experience, the more effective is the learning which results. Suppose for instance you want to learn to make bread: you would learn better if a friend, working with you in your own kitchen, took you through the actual experience of measuring the ingredients, mixing and kneading the dough and then baking the bread in the oven. But it's not the only way to learn how to bake bread as you can see from this **Cone of Learning Experience**, where the apex demands complex reading and writing decoding skills.



from *Adult Literacy Basic Training Handbook*, DEVET WA

72

Genre-based Approach

Model text:

Telephone 529 6123

Sans Souci Public School
Rocky Point Road
Sans Souci NSW 2219
16th November, 1989.

Dear Parents,

An excursion has been arranged for Year 2 children to visit the Australian Museum, College Street, Sydney on Wednesday, 29th November. Children will be given the opportunity to view displays that are directly related to their science program for the last two terms and consolidate work done. The galleries to be viewed are Insects, Dinosaurs and 'Dreamtime to Dust'.

VENUE:	Australian Museum, Sydney
DATE:	Wednesday, 29th November, 1989.
TIME:	Depart school 9.15 a.m. Return school 2.30 p.m.
TRANSPORT:	Bus
COST:	$1.50 per child.
DRESS:	Full school uniform
LUNCH:	Children are to bring lunch and a drink in a plastic bag.

Please complete the permission note below and return with the money to school as soon as possible.

Miss Connell, Miss Costello
Class Teachers

.....

I give my child .....(name) permission to attend the excursion to the Australian Museum, Sydney on Wednesday, 29th November, 1989.

Signature: .....
Parent/Guardian

Comment:

Usually the child provides spoken information to support the text, which is then readily predictable. Excursion forms have fairly static content. The information is clearly extracted by the use of headings and so the text provides a good introduction to scanning for specific information. Learners can be given a model permission note to keep for future reference. The consequences of failing to return a completed excursion form can be significant, while returning it does not lead to further involvement, such as visiting the school.

It is not necessary for learners at this level to analyse the prose.

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Resource 13 (ii)

Genre-based Approach

Stages:

Information
school name
topic
rationale
details (time, place, cost)
action
sender

Permission Note
child's name and class
signature

Language and text features:

note form used – grammar reduced
use of numbers as date, time and money
imperative used for Action stage

Core Vocabulary *e.g. place, date, time, transport, cost*

Text Features: logo/letterhead, dotted lines to indicate tear-off section, dotted lines for writing child's name and signing, use of block letters for headings, blocks of text

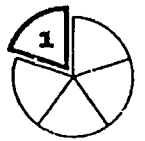
Strategies:

making predictions about content from information known/given
scanning a text for specific information
using a model
using a fluent and consistent script
accurately copying written language (e.g. from personal dictionary)

Objectives:

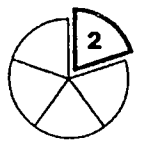
Learners will be able to:
- understand the numbers as dates, time and money
- extract key information from excursion notes
- fill out a standard permission note (requiring child's name and parent's signature only)

Activities:



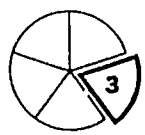
Building the context

- video (or photos) of a primary or secondary school excursion
- develop a list of key words on board – *When? Where? How?*
- discuss (with bilingual support) the role of excursions and the need for parental permission. Compare with different cultures.
- brainstorm destinations and reasons for school excursions
- listen to tape of child telling parent about a planned excursion
- predict what the excursion form will say



Modelling the text

- introduce model (matching excursion described by the child on tape)
- scan for the key details, introduce terms for key information, e.g. date, place
- use further examples to scan for the same key information
- work on numbers as required, to focus on date, time and money
- sequence an example that has been cut up into stages
- compare with examples missing some key information
- introduce formatted sheet – with just logo, headings, tear-off dotted line and dotted lines for writing – discuss the role of these text features

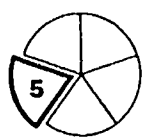


Joint construction of the text

- scanning for details outlined above
- use a model to write child's name and sign several permission notes
- use a personal dictionary (notebook) to write any key words that may need to be copied or understood later e.g. child's name, signature, permission

Independent construction of the text

- working alone, read and complete an excursion form – then answer spoken questions about the key details of the excursion
- learners report on any excursion forms they deal with from their child's school.



Linking related texts

- compare with forms that require money returned
- consider the language of phoning the school for more information (this is dealt with in detail in Course 2)

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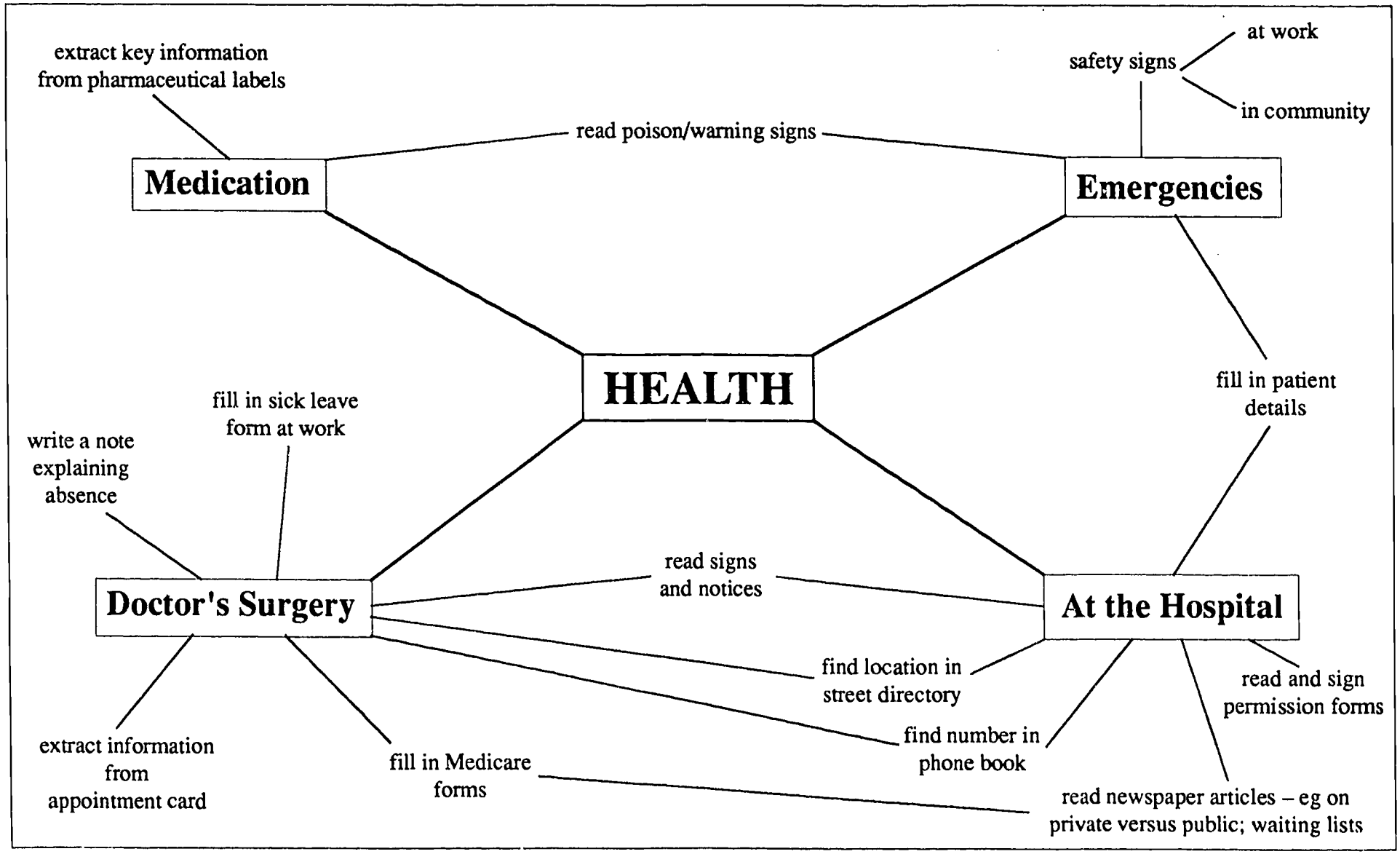
Genre-based Approach

TEACHER ASSESSMENT OF STUDENT'S SKILLS

	Objective 1	Objective 2	Objective 3	Objective 4	Comments
Learner	• understand the numbers as dates, time and money	• extract key information from excursion notes	• fill out a standard permission note (requiring child's name and parent's signature only)		

A = Readily B = Hesitantly C = With Difficulty D = Not Satisfactorily

Semantic Map



Resource 15

Unit Program Plan

GOAL: To write informal personal notes clearly

TOPICS/OBJECTIVES	TEXT / RESOURCES	PROCESS / STRATEGIES	ACTIVITIES
Social Learner will be able to write a message legibly for her family or friends: – (a) explaining her absence (b) from a phone call (c) to go in a card	"Handwriting for Adults" (AMES WA) or copying exercises Examples of notes (authentic or composed) Different cards for various occasions or relevant pages from "Fresh Start" Personal word book Highlighter pen	Script formation + copying Skimming, scanning, comparing and contrasting various notes/cards for: – Layout Opening Statement of fact or problem or need closing Use of abbreviations Punctuation Key words Independent construction of own message/note.	• Brainstorm (1) types of notes/cards learner might want to write + (2) how to make legible. • Practise copying a piece at home every day. • Skimming exercise to work out purpose from layout, contextual clues, etc • Use of highlighter pen to scan for key details revealing info/subject of note etc. Compare. • Build up relevant words in personal word books for spelling practice. • Cloze exercises to fill gaps with relevant info. • Construct own note or message

ASSESSMENT Present learner with real-life over the phone situation to reword as a message.
Learner to write own notes independently.
Monitoring of letter formation.

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Assessment and Evaluation Quotes

"Discuss the broadly accepted distinction of assessment as the measurement and judgment of the quality of student performance and evaluation as the judgment about the quality of curricula, educational programs and whole educational systems that shape opportunities for learning".

From *Adult Literacy Teaching: A Professional Development Course* (1992). TAFE TEQ Language and Literacy Centre Queensland

"The terms assessment and evaluation are very often used interchangeably. However, the term assessment is usually defined as the means of obtaining information about attitudes, skills and knowledge and the term evaluation is usually taken to mean the act of interpreting assessment information in order to make a judgement about performance".

From Osmond P (1989) "The Why, Who, What and How of Assessment" *Literacy Exchange* August 1989

"Diagnostic assessment is primarily concerned with looking at what a student can and cannot do well and usually takes place at some point after an initial interview . . . Assessment of Progress is primarily concerned with movement or lack of it over a period of tuition . . . measured in terms of the student's aims for learning . . . moreover, any basic education scheme needs feedback if tuition, or training is to be adjusted or modified to improve the effectiveness of the learning opportunity for individual students.

From ALBSU (1988) "Assessing the Progress of Learners" *Newsletter* No 31

Resource 17

Student Progress Report

GOAL	ELEMENTS	Started on this	Halfway there	Nearly there	Confident about this
To improve my spelling	Find correct spelling in the dictionary	✓	✓		
	Find ways to remember	✓	✓		
	Keep a word book	✓			
To fill in forms	Spell words I need for form filling	✓			
	Fill in an Avon form to order cosmetics	✓			
	Fill in a Medicare form				
	Fill in a passport form				

Student Checklist

GOAL: To write notes for my family	Need more help	Can do with help	Can do
ELEMENTS:			
Improve my handwriting	20.10.92 ✓		
Find, read some notes	20.10.92 ✓		
Make a list of words		20.11.92 ✓	3.11.92 ✓
Learn to spell 3 each day			3.11.92 ✓
Work out what I want to say		27.11.92 ✓	10.11.92 ✓
Write down my note	27.11.92 ✓		
Write down a phone message	3.11.92 ✓		10.11.92 ✓
Look at cards in shops			3.11.92 ✓

Resource 19

Student Questionnaire

1 What three things have you found most useful in this course?

_____

_____

_____

2 What three things have you liked least?

_____

_____

_____

3 What suggestions do you have for making the course better?

_____

_____

_____

4 Do you feel your reading/writing/numeracy skills have improved? If so in what way? If not, why not?

_____

_____

_____

_____

_____

5 Do you have any other comments?

_____

_____

_____

For further evaluation suggestions and questions see Ennis R & Griffin V (1990) "Evaluation and the Curriculum" *Good Practice in Australian Adult Literacy and Basic Education* No 7

Resource 20

Suggested References

ALBSU (1991) *Progress Profile* London

ARLA (1990) *Where to from Here?* Adult Reading and Learning Assistance Federation of NZ *

Auerbach E & Wallerstein N (1987) *ESL for Action: Problem Posing at Work* Addison-Wesley Sydney NSW

Between the Lines Workbook (1990) NSW Adult Literacy Council Alexandria NSW

Cornish S (1992) *Curriculum Guidelines Community Access* AMES NSW

Good Practice in Australian Adult Literacy and Basic Education Nos 1, 7, 8, 10, 14

Hammond, J et al (1992) *English for Social Purposes: A Handbook for Teachers of Adult Literacy* NCELTR Sydney

Hood S & Solomon N (1989) *Reading and Writing Assessment Kit* NCELTR Sydney

Joyce H (1992) *Workplace Texts in the Language Classroom* AMES NSW

Thiering J, Hatherly S & McLeod J (1992) *Teaching Vocational Mathematics* NCVER

Resource 21

Evaluation of the Workshop Developing ALBE Learning Programs

1 What particular aspects of this workshop did you find helpful?

2 What aspects were least useful/relevant for you?

3 What would you change, or like to see presented differently?

4 What future inservice/extension/support would you like to see arising from this workshop?

5 Any other comments?