Workshop

Literacy curricula Workshop

An Adult Literacy and Numeracy Curriculum Framework for Scotland

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This workshop introduced participants in a very practical way to some of the key ideas of the Scottish curriculum : the theoretical principles, negotiating a programme using the wheel, a critical approach to a written text.

Activity

Introduction

Do you have a curriculum in your country – tell us about it?
What were your impressions on what I said on Monday during my presentation related to the curriculum? Have a look at it – what do you make of it? Can I ask you for one key question, comment, what you liked, what you didn't like, what would you like to know?

I want you to see how we use the document and apply the ideas to your own context.

What is the purpose of the curriculum?

- to promote the Scottish approach to adult literacies

- to show how this can be done with learners at the centre of the process
- to improve quality of Scottish adult literacy and numeracy provision
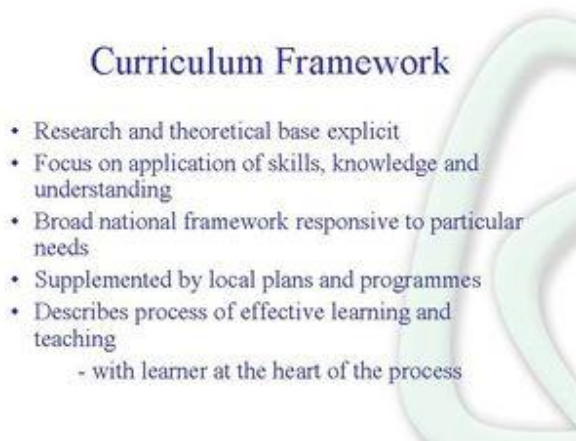
What is the audience of the curriculum?

We hope it will be useful for :

- tutors – stimulate reflection & ideas
- managers – widen possibilities of organising provision
- workers in all sectors – promote discussion re learning and teachin

What is the curriculum ?

- Sets out the theoretical framework
- Explains processes used by learners and tutors to identify, plan, carry out, review learning programmes
- Gives a picture of good practice using examples and case studies

Curriculum Framework

- Research and theoretical base explicit
- Focus on application of skills, knowledge and understanding
- Broad national framework responsive to particular needs
- Supplemented by local plans and programmes
- Describes process of effective learning and teaching
    - with learner at the heart of the process

What do we mean by adult literacies ?

Definition of literacies

'The ability to read, write and use numbers, to handle information, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners' (ALNIS, 2001)

The focus is on the skills, knowledge and understanding that enable people to do what they want in their private, family, community and working life

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Activity

Definition – compare with your own?

Any huge differences?
What was the same?
 It is not just encoding/decoding - but knowledge, skills and understanding in 4 domains of life – ie key life areas are important in deciding what to be learned.
 Literacy and numeracy are used for a purpose – and transferred.

What is the theoretical basis for the curriculum ?

-Constructivism is a theory that sees learning as an active process of gaining understanding in which learners use their prior knowledge and experience to shape meaning and acquire new knowledge.

-People are active problem solvers who learn in order to make sense of the world around them explore.

-Constructivism is built on current literacies practices.

-It emphasises the importance of transferring the learning that takes place in the learning programme to the learner's everyday life.

-It develops metacognitive skills.

Social practices approach

Literacies are complex cognitive activities that integrate feelings, values, routines, skills, understandings and activities.

They are located within the social, emotional and linguistic contexts that give them meaning.

A social practice approach to learning

Flip chart (annexe)

Planning the learning

Learning is planned with each learner to fit around their life view, interests, culture and goals.

The learning is broken down into knowledge, skills and understanding
This forms a learner's individual learning plan.

diagram on page 33   of the curriculum framework, or the   lists of skills, knowledge and
        understanding   on pp 36-40.

2.   How could you use the Wheel to help the learner to broaden their   learning goals?

3.   How do you think this way of identifying the possible curriculum to work   on with a
learner, could be used in your work context? What might the   constraints be, and what might
be the solutions?

At the end of 30 minutes your group will have 5 minutes to explain your spider diagram. We will
then discuss as a group

• how you might use the Wheel to help broaden learning goals
•   how these ideas could be used in your work context
•   how you could be creative about any possible constraints

Activity

Using the wheel (annexe)

Using the wheel work out which sections of the wheel you would use to develop an individual
        learning plan for one of these learners.
Map out a spider diagram of the knowledge, skills and understanding the learning might cover.

Key principles

Promoting lifelong learning
Developing critical awareness
Promoting self-determination

Activity

Using the key principles :

In groups of 3, could you discuss for five minutes how you think the first and third principles tie
in with how you work as literacies workers – what are the similarities of approach and what are

the differences. – see mine : how can literacies programmes promote/impede these?

One of the principles underpinning the curriculum framework is Developing critical awareness Now going to move on to an exercise which is designed to help learners to use critical approaches when looking at texts.

You have in your packs a letter from tv licensing. Spend five minutes reading.

We'll just answer the first four questions together quickly, then I'd like you to think about the rest of the questions in groups of 4.

First 4 questions:

1.   letter – lay out, signed, addressed, message,,

2.   produced by

3.   about

4.   meant for

5.   purpose – to scare, pay up…

Groups of 4

Ten minutes to look at the remaining questions

Don't write down answers to the questions you have no debate about – concentrate on the more interesting ones. As you look back at the letter you might find it helpful to underline or mark anything you notice that you think you'll want to formulate a question about if it isn't covered in the questions on the page

Write any further questions up on flip chart paper

Comments/responses – gather in flip charts

How did you find that exercise?

Has working on the questions made a difference to how you view the text?

Did you come up with any other questions that you would want to ask about the text? Look at flip charts – why did you think they would be useful questions?

(What is included and what is not included and why?
Who benefits from this text?
How do you feel about it?

> *Why is the text like that?*
> *What do you think of the layout/style?*
> *Are there any inconsistencies?*
> *Is it an effective text? Why/why not?*
> *What would make it better?*
> *What effect does it have on you?*
> *What would you change? Why?*
> *How would you write about this topic?*
> *What is fact and what is opinion?*
> *Could the text be interpreted in more than one way?)*
>
>
> How do you think using these questions would be useful when working with learners?
>
> What next?
>
> Are there any other texts that you might approach in a similar way?

Key principles

>   How might a literacies programme either impede or promote self-determination? – develop
>   a lifelong learning approach?

A critical literacy approach

> Activity :
>
> Asking critical questions
> What is it ?
> How can you tell Who produced it?
> What is it about ?
> Who is it meant for?
> What is its purpose?
> What is the message?
> Does it have a point of view or bias?
> What assumptions does it make about its readers Is this text trying to influence the reader?
> What other questions do you want to ask?

>   Curriculum principles

1 Promoting Self Determination

2 Developing an understanding of literacy and numeracy with particular emphasis on critical awareness

3 Recognising and respecting difference and diversity

> 'There are different understandings of the term 'curriculum' and different approaches to defining a curriculum'

What do we need a curriculum to provide under a social practices model of literacies?
What should it contain?

Activity in groups :

Look through CF – what would you like to take back to your country – what would you like to have adopted?

What would you like Scotland to adopt from your country – what do you think we have got wrong?

Les idées fortes produites par les participants à l'atelier

- Le sens général de l'outil « learning wheel » est d'ouvrir au maximum les possibilités d'apprentissage.
- La préoccupation essentielle consiste à développer une approche individualisée avec les apprenants, ciblée sur leurs propres besoins et leurs propres objectifs.
- Les formateurs doivent traduire les buts des différents apprenants en termes de savoirs, de compétences, de compréhension, etc.

The document « An Adult Literacy and Numeracy Curriculum Framework for Scotland » is available on tape and large print . For details contact Janette Campbell on 0131 479 5162 or email : janette.campbell@communitiesscotland.gsi.gov.uk

You can also load it on :
http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_007413.hcsp