



National Research and Development Centre  
for adult literacy and numeracy

## **NRDC Strategic Plan: Practitioner Consultations March 2002**

**David Barton, National Research and Development Centre for Adult Literacy  
and Numeracy, Lancaster University,**

In all nearly 100 people attended the three initial practitioner consultation seminars, held in the East Midlands, the Northwest and London. At each of them there were inputs on the overall Skills for Life Strategy, on the work of the Centre and on possibilities for involving practitioners in research. Participants had received the Centre's Draft Strategic Plan (February 2002 version) beforehand and this formed the basis of the discussions at the seminars. There were general discussion groups, groups on specific topics and participants also filled in a four page questionnaire. The atmosphere of the seminars was enthusiastic, supportive and knowledgeable, and the participants provided a broad range of ideas and suggestions for the Centre to take account of. All feedback from the groups and the questionnaires has been organised and collated and sorted into nine sections. These notes form the basis of the appendices.

Firstly, we asked for suggestions of research which needs to be done in the areas of teaching and learning literacy, numeracy and ESOL and these suggestions are reported in the first four appendices. The points which are made fall into some quite different categories. Some are suggestions which existing planned research projects can take account of; some are ideas which would make good small scale projects; and there are suggestions of additional areas which the draft strategic plan did not address. In addition, many suggestions are general comments about people's experiences, rather than proposals about research, and there are also general points about the overall Skills for Life Strategy.

The Centre aims to carry out a programme of research within Strand B which will:

- build on what is known, in terms of both practitioners' experience and the literature;
- explore barriers to learning in terms of motivation and social exclusion (Strand A) and 'sticking points' in the progression of learning (Strand B);
- cover literacy, numeracy, ESOL and provision for learners with special educational needs;
- assess progress in appropriate ways.

Most of the ideas relevant to Strand A raised in the consultation meetings are being covered, including motivation and persistence, the learners' perspective, the benefit of basic skills to learners' lives, and the range of current practice.

The suggestions specifically related to teaching and learning literacy are given in Appendix 1. There is a wide range of suggestions from detailed topics such as the teaching of spelling, grammar, reading, writing to wider questions of the impact of learning on students everyday lives. One theme, which was mentioned repeatedly was the interrelation of literacy, numeracy and ESOL, including questions about the similarities and differences in the principles and practices in the three areas, along with issues about best practice when teaching in mixed groups.

Some topics raised were very specific, eg teaching syntax, the usefulness or otherwise of phonics, the benefit to adult literacy of family literacy programmes, while others were very general, eg critical literacy, language awareness, teaching functional versus expressive uses of writing. Topics that are already the subject of current or impending studies include: describing the existing body of knowledge, the teaching of writing, the links and contrasts between childhood and adult literacy learning, learners with special needs, and appropriate assessment (where 'appropriate' applies not only to formal instruments but also to acknowledging small steps of progress and learners' perceptions of their own progress). Topics which arose at the meetings which need to be considered include: group vs individual vs informal vs open learning, the impact of the new curricula.

Suggestions about teaching and learning numeracy are given in Appendix 2. Again, there is a broad range of suggestions. A topic which came up repeatedly concerned the qualifications, skills and expertise needed for numeracy teachers. In the discussion groups people came up with specific research questions and outlined a coherent approach to numeracy research involving consultation with practitioners, policy-makers and researchers. They proposed projects looking at:

- what has already been researched;
- conceptual issues in relation to adult numeracy;
- curricular issues in adult numeracy teaching and learning; and
- teacher education for adult numeracy.

Ideas about teaching and learning ESOL are given in Appendix 3. The issue of the relation of the field of ESOL to Literacy (and to a lesser extent the relation to numeracy) arose in several ways, including whether they should have separate classes and curricula. There were suggestions that research is needed into how to make them more similar whilst other people pointed out how the two groups of students might have very different motivations. The distinction was made between ESOL students who are literate in their first language and those who are not, and how they may need different forms of provision. Another set of linkages which were made concern the relation of ESOL to EFL and second language acquisition work, suggesting that differences and complementarities in these field should be explored. In the Centre we are completing a review of the field of ESOL and we will take account of these suggestions when making recommendations for research projects in the area of ESOL.

In the consultation seminars we asked practitioners for feedback on ways of supporting teachers as researchers, and a wide range of practical suggestions were made; these are listed in Appendix 5. Emphasis was placed on the need for training in research methods and the need for on-going support. Some participants were also able to draw upon experiences gained in existing

practitioner projects. The Centre is taking account of these suggestions when planning the teacher-researcher element of our work.

We also asked for suggestions of projects which people might want to carry out in their own teaching and these are listed in Appendix 6. There were several suggestions and these included details of projects which people are already carrying out. The Centre is working out ways of supporting a small number of such projects.

The whole area of teacher training came up as an area of great concern in the discussions at the consultation seminars. When we asked people for comments on the content of teacher training and suggestions of areas where there should be more professional development, this was the area where we received the most feedback. Details are given in Appendix 7. Practitioners want the Centre to have a strong role in discussions about training needs.

The Centre aims to initiate a programme of research and development in ITE and CPD to:

- provide knowledge
- develop a qualifications framework
- trial and evaluate ITE and CPD programmes
- build on experience and expertise of the consortium and Basic Skills Agency
- build research capacity through practitioner-researchers working with mentors in research teams
- draw on other national and international research including research in other NRDCALN Strands
- consult widely in the field at each stage

The comments listed in Appendix 7 are being fed into that consultation. We recognise the concerns raised, for example, the importance of subject knowledge and the need for a training needs analysis and support, and a "flexible ladder" of training, with accreditation, for tutors at different levels, including frontline staff, mentors, etc.. The Centre will share information and good practice in ITE and CPD within the consortium and beyond, through our Strand C and D activities.

To get an idea of courses which people might enrol for, in the questionnaire which was given to seminar participants we included a list of some possible Diploma modules which might be developed; people were asked to indicate any which they might be interested in taking and there was additional space to suggest other modules. Appendix 8 lists the modules in the order of the frequency in which they were mentioned and there is a list of the other modules which were suggested. These results show clear interest in a range of topics. Given the small sample, these figures should be interpreted with caution but they do give an idea of the range of topics which some practitioners find of interest.

Appendix 9 provides a list of ideas about dissemination and how research findings can be translated into practice. These included ideas about a bulletin, conferences, web-site and forming regional research groups. In the Centre we are still developing our dissemination strategy and these ideas will feed into the discussions about dissemination. One of the important outcomes in the East

Midlands and the North West consultation seminars was the desire to keep in touch and to form a local group of practitioners. (More networks are already in place in the London area for such meetings.) The final appendix, Appendix 10, contains general feedback on the work of the centre.

One additional issue which was emphasised in the East Midlands seminar was a strong emphasis on students with special needs and those with learning difficulties, pointing out that the Centre, and Strand B in particular, does not have planned research on this topic. The East Midlands has expertise in this area, represented at the seminar by Portland College and Derby College for the Deaf, as well as consortium members from Nottingham University. A strong case was made for focusing on learning difficulties and special needs. The Centre is taking account of this and envisages that research and development in SLDD will build on the expertise of consortium members in the East Midlands, who will advise on ways in which issues of SLDD may be carried through all relevant aspects of the centre's work.

In summary, it should be clear that this initial consultation was of great value to the work of the Centre in many ways and that it is having an impact on our work at various levels. Consultation is an on-going activity and we are now working out ways of making it a central part of carrying out research. More focused consultations are now being carried out by two practitioner organisations associated with the Centre, RaPAL (the Research and Practice in Adult Literacy group) and ALM (Adults Learning Maths); these consultations will get reactions to specific aspects of the Centre's planned research programme. To provide national coverage we are also discussing with consortium partners, especially LSDA and NIACE, how to formalise the consultation and dissemination aspects of our work.

## Appendices

**Appendix 1.** Suggestions of research which needs to be done in Literacy.

**Appendix 2.** Suggestions of research which needs to be done in Numeracy.

**Appendix 3:** Suggestions of research which needs to be done in ESOL.

**Appendix 4.** General discussion notes covering literacy, numeracy and ESOL.

**Appendix 5.** Suggestions on how teachers can be supported in their research.

**Appendix 6.** Suggestions of projects which practitioners might want to carry out in their teaching.

**Appendix 7.** Comments on the content of teacher training and suggestions of areas there should be more professional development.

**Appendix 8.** Suggestions of topics for Diploma modules.

**Appendix 9.** Suggestion on dissemination and how research findings can be translated into practice.

**Appendix 10.** General feedback on the work of the Centre.

## **Appendix 1. Suggestions of research which needs to be done in Literacy.**

- *How to meet language needs of different groups within adult Literacy groups eg native speakers, bilingual learners.*
- *Importance of/impact of language awareness (ie language varieties, language hierarchies, the power position of Standard English) study on learning of standard English.*
- *How to teach syntax effectively.*
- *Effective balance between 'functional' and 'expressive' uses of Literacy in developing learners' skills.*
- *How to teach 'word attack' skills – the current practice and opposing views (eg phonics – structured phonics schemes v other methods)*
- *Impact of 'critical Literacy' approach on motivation and confidence of learners.*
- *Develop a description of the 'body of knowledge' content of the discipline.*
- *Investigate teachers', learners', managers', potential learners' perceptions of the similarities/ differences in principles and practices in ESOL and Literacy teaching and learning.*
- *Motivation – maintaining it, how it affects different people in different ways.*
- *Writing and how it might be assessed – if that's possible.*
- *How can we measure the impact of improved Literacy on people's lives specifically and quantitatively and qualitatively?*
- *Literacy in mixed groups (ESOL and 1<sup>st</sup> Language) best practice.*
- *In-depth small-scale studies of what people do with basic skills once achieved.*
- *People often manage without (much) Literacy – How?*
- *Consider the learners in terms of their perspective on basic skills.*
- *How do we develop learners in terms of their preferred learning styles?*
- *Study skills – how can we ensure all adults understand how to study effectively?*
- *What is/are Literacy/Literacies?*
- *Attitudes of students to 'Literacy' and how this changes after attendance at courses (Rather than simply how the skills progress).*
- *Interlinkage between ESOL/Literacy/Numeracy (mentioned x3).*
- *Links with research on transferable learning.*
- *Numbers of dyslexic/SpLD learners in basic skills classes and impact on teaching methods.*
- *Teaching effectiveness, eg approaches to teaching reading, spelling etc. also effectiveness of group teaching and when it's effective versus individual support. Best model of both.*
- *How effective is discrete basic skills provision?*
- *Who are the learners? eg what kind of cognitive, language processing and perceptual-motor processing strengths and weaknesses do they have? – this has never been properly researched and is needed to shed light on life histories and how they should be taught.*
- *Reactions to/implementation of new curriculum.*
- *Links between childhood learning/teaching styles and progress as an adult.*
- *Creative ways of incorporating new curriculum.*

- *Teaching of specific skills eg spelling (phonics)/sentence structure and effectiveness of different methods.*
- *Teaching/learning methods which are genuinely student-centred/dissemination of good practice.*
- *How the new curriculum is working – what are its limitations and what needs to be added/taken away from it?*
- *What sort of Literacy employees would find useful in the workplace (too skewed to employers at present)?*
- *Development/support of Literacy practices in informal contexts. Aim to understand, acknowledge and promote learning in social contexts (better.).*
- *Objective 4 of the Strategic Plan looks at learner motivation and persistence. As important is why learners drop out – a huge problem in basic skills; What are the key factors that determine who stays and who goes?*
- *Why is it that the same learning programme will engage some learners, but disengage others?*
- *Perceptions of what is meant by Literacy by non-experts and impact this has on referral/identification of need and support.*
- *Research non-participants' views on strategy/link to citizenship.*
- *Focus on rural, urban, semi-rural areas.*
- *Assessment – initial, on-going. An improved model does not necessarily command professional respect or conform to students' needs. Research is needed on appropriate forms and approaches to assessment.*
- *Defining what are basic skills and what are psycho-motor skills (eg speaking and listening – following instructions). Particularly an issue when taking basic skills across the curriculum.*
- *Effects on environment in Literacy take-up?*
- *How many learners take up Literacy for their own non-economic reasons?*
- *What effect did/does open learning have on the take-up of Literacy?*
- *Is Literacy a separate entity or a means to an end?*
- *Dyslexia and ICT.*
- *Influence of widening participation work on raising Literacy levels in the local community.*
- *Head injury – influences on basic skills issues (Re-learning).*
- *Focussing on learner's needs in relation to their lifestyle.*
- *Coping strategies of learners, ie survival skills.*
- *Impact of well-planned induction (including assessment) on retention of learners.*
- *What is a basic skills learner? Is it potentially anyone on a Level 2 or below course, or only those on a 'discrete' basic skills course?*
- *How do adults learn to read?*
- *Undiagnosed dyslexia.*
- *The effect of rurality on achievement/take up of basic skills training.*
- *Inter-generational issues.*
- *Researching the 'content' of Literacy courses and the appropriateness for the learner.*
- *Implementation of core curriculum – linked to best practice. What works? What doesn't? Why? What about ALI? Standards?*
- *Students as researchers.*
- *Non-Literacy outcomes.*

- *Transfer of Institutional Literacy to the Literacy needed in the real world. To do with Literacy as education and what is its relationship to what we do with Literacy.*
- *What are the reading/writing/Literacy needs of different groups of learners?*
- *What do we mean by reading?*
- *How to research the 80%? who never get involved?*
- *The role of the Volunteer.*
- *Social Inclusion agenda.*
- *Is the National Curriculum “defining” Literacy to the neglect of what Literacy means to learners in their own context?*
- *How to raise the standards of Literacy teaching and ‘expose’ tutors to ways others are supporting students, acknowledging that many tutors work in isolation.*
- *Deaf people – Literacy development, the issues of whether it’s Literacy or ESOL.*
- *Follow up from evidence collated on why basic skills provision has failed dyslexic adults.*
- *Issues that relate specifically to the needs of older learners – over retirement age.*
- *The impact of Family Literacy programmes on the Literacy levels of adult learners.*
- *Investigate why people decide to address their Literacy difficulties?*
- *Will present structures be flexible enough to evaluate personal objectives?*
- *Follow up training courses on curriculum. How effective? Issues?*
- *Effects of learning difficulties/dyslexia on acquisition of Literacy. Contextualised.*
- *View of Literacy and Literacy students in policies and contracts versus reality eg Employment services’ view versus actual students.*
- *Good practice – is group teaching ‘better’ than individual; are mixed ability groups ‘better’ than separate levels?*
- *How specialised should we be – specific genres?*
- *Initial interview (as opposed to assessment).*
- *Effect of curriculum.*

### **Additional notes from group discussions on literacy**

Strategic Plan Point 4.0 Discussed the link between teaching and learning.

- What needs researching? Group very individual already.
- How specialised should teachers be? – Entry, Level 1, Level 2.
- Are we teaching people the right thing?
- What is the prospective learners’ view of Literacy?
- Why do people come? We think; family, employment, qualifications, status, self-esteem – is this true?
- Why don’t people come? Focus on a group, eg taxi drivers.

Strategic Plan Point 5.0 Review research – what do we know now?

- To inform us to provide other ways of teaching and learning eg where? how?

Strategic Plan Point 5.3 What’s different about Basic Skills?

- Funding is directing provision – change the attitude of the policy makers.
- Funding does not fit how people are (eg a Jobsearch course where no-one gets a job but all students achieve other outcomes)



- The tick in the box is not the reality – tutors are dispirited because they are set up to fail.
- How do we disseminate good practice?
- Success (or otherwise) of initial interview.
- How much is Basic Skills valued by the provider?
- Inspection bodies – Inspectors saying one thing, funding providers saying another eg LSC asking for qualifications, Inspectorate saying inappropriate.
- IT useful as a way in to engage students, especially men, but using IT as a tool for teaching is different to teaching IT - eg writing a report effectively is not learnt on CLAIT.
- What skills are employers asking for? Key skills? eg problem solving, team work.

## **Appendix 2. Suggestions of research which needs to be done in Numeracy.**

- *Numeracy and Literacy teachers – what qualifications, expertise, skills etc. have and what needed?*
- *Investigate why people decide to address their Numeracy difficulties?*
- *Will present structures be flexible enough to evaluate personal objectives?*
- *What good practice exists?*
- *What should the definition of a 'numerate' adult be and why and how is teaching Numeracy to adults different to teaching it to children?*
- *What makes a good Numeracy teacher?*
- *What is the role of language in Numeracy teaching?*
- *What should be in the curriculum for Numeracy teacher training at each stage?*
- *What do students retain from Numeracy courses and why?*
- *Develop a description of the 'body of knowledge' content of the discipline.*
- *What bits of Numeracy are worth learning in a general way?*
- *What motivates people to want to learn Numeracy?*
- *Subject/knowledge required for Numeracy?*
- *Confidence – how much Numeracy/Maths do you need to be a confident Numeracy teacher?*
- *Numeracy – connections across topic areas – for teacher training.*
- *Interlinkage between ESOL/Literacy/Numeracy (mentioned x2).*
- *Objective 4 of the Strategic Plan looks at learner motivation and persistence. As important is why learners drop out – a huge problem in basic skills.*
- *Why is it that the same learning programme will engage some learners, but disengage others?*
- *What are the key factors that determine who stays and who goes?*
- *Research is needed in appropriate forms and approaches to assessment.*
- *What sort of Numeracy employees would find useful in the workplace (too skewed to employers at present)?*
- *Defining what are basic skills and what are psycho-motor skills (eg shape and space, direction, following instructions). Particularly an issue when taking basic skills across the curriculum.*
- *Relevance of standards and especially aspects of curriculum for learners – how applicable are they to adult life and need?*
- *Particular difficulties of older learners.*
- *Assessment methods.*
- *Specialist teaching of Numeracy: holistically.*
- *How to change attitudes.*
- *Why do people appear to have no 'stigma' re: Numeracy?*
- *Numeracy demands in the workplace.*
- *Focussing on learner's needs in relation to their lifestyle.*
- *Coping strategies of learners, ie survival skills.*
- *Learners' use of estimating (guessing) as strategies to avoid use of Numeracy in everyday lives.*
- *If Numeracy difficulties carry less stigma than Literacy difficulties, why aren't there more Numeracy students than Literacy?*

- *Researching the 'content' of Numeracy courses and the appropriateness for the learner.*
- *Implementation of core curriculum – linked to best practice. What works? What doesn't? Why? What about ALI? Standards?*
- *Students as researchers?*
- *How to attract students?*
- *Why aren't there more people taking up Numeracy?*
- *Practical teaching methods to support students who have dyslexia.*
- *Giving deaf people access to Numeracy that isn't dependent on Literacy skills.*

### **Additional notes from group discussions on numeracy**

What constitutes the professional field of Numeracy tutors?

- qualifications, types of contracts, how compared to Literacy tutors?
- complicated by Numeracy 'embedded' in other courses.

Notion that 'anyone can teach Numeracy' assumed = teaching time, measurement.

What skills do Numeracy tutors need?

What's the effect of introduction of Standards into the field? Impact on tutor recruitment? Participants had experience of training tutors whose Numeracy is very limited.

Research question – what's the impact of subject specification at Level 4 on a) entry into field b) improving?, worsen?, no change? Effectiveness of those already in the field.

'Effective teachers' model (KCL) – approved by group – useful model.

Research needed into error analysis/diagnostic mode of teaching as against National Numeracy strategy (schools) model where programme for teaching is set out. Particularly important: Numeracy includes ingrained, habitual misunderstandings. Body of people from whom to get relevant data –eg maths graduates re-learning for teaching and non-maths background learning maths for teaching.

What's a numerate adult?

Numeracy in workplace – tutors' difficulties in integration of application of number into vocational context. Reality of workplace often not connected to vocational teachers' experience – limited ability to embed application of number in teaching.

What makes a better teacher?

- pedagogy/standards – linked or divorced?
- need for awareness (from experience) of learners' difficulties?

9281 barely includes Numeracy 'content' at all. But need for flexible Maths skills too.

- Absence of pedagogy in subject standards and absence of connections within maths (eg fractions/%/decimals/ratio.)

What is the nature of numerateness in particular contexts?

'Spiky profile' linked to Government view of maths as straight-forward skills – so if that hierarchical view of maths doesn't 'work', attribute spikiness to individual.  
Revisit notions of maths.

Theories of language, cognitive development, ignored in Government discourses.  
Research question: How much is theory and research used in teacher training and CPD?

Questions of logic, reasoning, seen as part of being numerate? – by many mathematicians and some at least of us, but not in curriculum. Many may gain, eg critical view of statistics use without identifying that is Maths.

Research question: What do people retain of Maths? From Maths Numeracy education or 'ordinary life'?

'Maths' as what people can't do – few count as 'Maths' the Numeracy skills with which they are confident/use regularly.

Students' demands –eg long division – self-esteem.  
How is curriculum served by training standards?

Questions re: How consider 'other' ways of doing maths – including Vedic Maths.

Investigative components in ITT and CPD –eg connections within Maths (regular polygons and clock faces...) look differently at connections within Maths - eg send tutors to vocational areas to analyse Maths used.

### **Appendix 3. Suggestions of research which needs to be done in ESOL.**

- *Links between ESOL/ABE – why are they seen as separate – separate classes/curriculum? (mentioned x2)*
- *Barriers to learners – culture and attitudes of family in accessing ESOL.*
- *Successful link between ESOL and Basic Skills and its effect on enriched learner experience and achievement.*
- *Differences and complementarities between ESOL and EFL. (mentioned x5)*
- *Why have we got curricula when the rest of education is moving away from them towards the teaching and learning of individuals?*
- *Generally - why are there different curricula when there could be one from Pre Entry 8 through to Level 2 including Literacy, Numeracy and ESOL?*
- *Oral skills – will this be within Literacy?*
- *Implementation of core curriculum – linked to best practice. What works? What doesn't?*
- *Students as researchers.*
- *Family/community focused provision.*
- *Do deaf learners learn better from using ESOL techniques? (see 1A).*
- *Investigate teachers', learners' managers' potential learners' perceptions of the similarities/differences in principles and practices in ESOL and Literacy teaching and learning.*
- *Interpreting in the Community – who does it and how?*
- *There is some research in this area which could offer a lot of insights for teaching practice.*
- *Research into the barriers experienced by ESOL potential learners that prevent or deter them from taking up training or cause them to leave it. These barriers may be different from those perceived by tutors/managers/providers and should necessarily be learner led.*
- *Provision for Literacy ESOL learners.*
- *Pedagogy for the introduction /integration of Literacy into the classroom; examination of self-study through ICT and combination of integrated ICT and self-access IT.*
- *Objective 4 of the Strategic Plan looks at learner motivation and persistence. As important is why learners drop out – a huge problem in basic skills.*
- *Why is it that the same learning programme will engage some learners, but disengage others?*
- *What are the key factors that determine who stays and who goes?*
- *Assessment – distance travelled. An improved model does not necessarily command professional respect or conform to students' needs. Research is needed in appropriate forms and approaches to assessment.*
- *What sort of ESOL would employees would find useful in the workplace (too skewed to employers at present)?*
- *ESOL provision/research in other countries; Australia, US, Canada.*
- *Language support in FE.*
- *Progression of Level 2 into mainstream courses – how are the students' needs being met? (mentioned x2)*

- *What are the teacher training needs in ESOL to be able to meet the demand for ESOL teaching?*
- *Links between all three disciplines, as the reality in some areas is that all three will need to be taught by one member of staff – impact then on quality versus participation.*
- *Comparative effectiveness of structural and functional approaches to additional language teaching and learning.*
- *Overlap between Literacy, Numeracy, ESOL; how can that be supported by training?*
- *Awareness of employment issues for ESOL learners.*
- *Learners' perceptions of provision, related to their needs, aspirations, motivation, and persistence (4.0). nb: Don't forget beginners, who may need translation Links to retention – generally poor in ESOL. Tracking Students in and after leaving provision.*
- *Effects of introduction of core curriculum.*
- *Dyslexia and ESOL students/teaching.*

### **Additional notes from group discussions on ESOL**

- How do we address and meet the needs of a diverse ESOL population?
  - ESOL v EFL.
  - Barriers to Learning – Learners' priorities.
  - Progression routes.
  - Language support across the curriculum.
- Literacy specific provision for ESOL learners.
- A recurring theme was the heterogeneity of students on ESOL classrooms, in terms of:
1. education ie professionals such as lawyers, doctors in classes with learners with little, if any formal education (Spanish nurses have recently been sent back home because they couldn't communicate sufficiently)
  2. Literacy: do learners have Literacy in L1; what scripts do they know? How do they use Literacy in their culture?; is their knowledge of skills transferable from L1 to L2? (eg one student read passages whilst gently rocking backwards and forwards as if reading a religious script. He was not happy to rearrange the words and change the paragraphs around. It had no meaning to him. He didn't like to stop, but wanted to carry on reading right through to the end.)
  3. culture and approaches to education. (eg a family member of an ESOL student couldn't see the point in continuing with learning: "You've been going 3 years, what do you want to go back for?")
  4. previous ESOL experience of learners

Re: Objective 1 of Strategic Plan:

Socio-economic outcomes of ESOL are only one motivation for students attending classes: other reasons are:

- a) participation in life in UK (eg spouses who don't work)
- b) independence (eg women from failed arranged marriages)

The expectations of learners are important. Research into this would be useful. Some learners think they will be ready to enter a UK university after a year of classes. How do time-scales shape expectations?

Oracy and Literacy : for beginners oracy is more important than Literacy: the emphasis is on learning to communicate. Oracy is an immediate need.

Accuracy and fluency: The distinction was made between getting learners to speak 'freely' and to speak/write accurately. It was felt that it was more important that writing was accurate than speech because it affects job prospects. Good communicators often 'lost' accuracy. Learners learn differently and want different things from the classroom: eg some want 'drilling', others want 'conversation'.

Teacher qualifications: Most teachers of ESOL have a CELTA certificate. This training does not usually include any Literacy training (Blackburn is an exception). Volunteer tutors with no qualifications sit in classes and help individual learners with difficulties. They are a great help to the class tutor, but again have no training in ESOL or Literacy.

Individual learner programmes (Basic Skills agenda): each student has their own tailor-made programme. This is a lot of admin for the teacher but is useful. Need to find a balance between the needs of the class as a group with the needs of individuals

Learner Autonomy: Learners at Blackburn are encouraged to find ways to take their learning outside of the classroom and into their lives. Links to Objective 3 (interaction between social life and experience of the learning programme.)

Motivation: once learners can speak some English we can find out what motivates them to attend classes, but what we can't find out is why they leave - eg Some women may find classes difficult to attend once they have young children. Also, ESOL students are often very transient, moving on from place to place, or back to their home country. Asylum seekers and refugees are extreme examples. This has implications for research, because it may be difficult to do longitudinal ethnographic work.

Potential NRDC role in impact of compulsory ESOL provision/assessment as part of 'citizenship'

Strategic Plan Point (5.0 2.0) ESOL learners – not all are basic skills learners (may be professionals, postgrads).

Strategic Plan Point (5.0 4.0) Researching motivation/persistence: what about ESOL beginners who can't tell us?

Funding for ESOL students – a barrier to access – are policies like this, which affect learners, going to be part of the project?

## **Appendix 4. General discussion notes covering literacy, numeracy and ESOL.**

Do dyslexic students do better in mixed groups?

Focus on prison education/young offenders (but broader):

- Inappropriateness of many materials (basic skills/dyslexia tutors' staff development pack).
- Reject medical model of diagnosis/tests.
- Lack of framework overall.
- Piecemeal projects.
- Lack of awareness of the wide variety of teaching and learning contexts, eg community, gypsy/travellers, prison.
- Feedback not always taken into account – better route from practitioners to central committees needed.
- Feel that government departments are solely focused on meeting targets.
- Networks are very important and under-used.

The language used to define 'Basic Skills' and its implications on the learner.

Research into APL ie not just a paper exercise.

Individuals who do not perceive they have a basic skills need must be researched. Address whole country re: teacher training. Urban and rural.

How independent from the Government agenda is the Research Centre?

Please abandon the deficit model immediately.

Research priority: connections between testing, inclusivity and a work-force agenda.

Research into: learner-defined achievement and creative ways of accrediting it.

Research into: non-participants' take on the Skills for Life agenda.

Tests and other forms of assessment

impact on the learners?

research evidence on efficacy of this type of accreditation?

Implications of national targets on NRDC work

Do targets have a skewing effect?

Teacher training

Positive moves but impact of compulsory Level 4 qualifications on ABS teacher shortage.

Increasing 'professionalism' requires an increase in full-time posts.

Research required into effects on comparative quality of temporary staff; agencies provision in different contexts and comparative study of relative levels of internal funding of ABS.

use FE/FC database (ISR) to measure:

Progression. Socio/ethnic make up

Research into good practice in partnership building.

Numbers of minority group providers/teachers compared to learners/clients.



Questions re Skills for Life Strategy – needs critique, examination, assessment, ‘embedding’ basis skills.

LSC - target of learner numbers – can’t count people therefore can’t use unique identifiers, eg passport. Possible double counting from different providers/counters. Numerically based target but no mechanism for measuring achievement of target. Can only count once so not raising levels – but each person may be more than once at same level.

Practitioners know of holes in BSA research – three practitioners know huge issues, eg ‘target’ students, low attendance, poor representation – but BSA say it’s great.

‘Embedding’ – fallacy that something else entirely includes Numeracy/Literacy – may be superficial.

Key Skills/Basic Skills confusion

Train FE teachers as basic skills tutors as well? - rather than sending students with basic skills needs to separate provision. Many students not at level for Key Skills – at entry level with which FE teachers not comfortable. But means vocational tutors being overburdened.

‘Support’ (replace word ‘support’ and call it ‘team teaching’) Tutors in classes? – need for team teaching.’

Differences in ESOL/Literacy/Numeracy developments.

Study skills – where is it in the curriculum?

## **Appendix 5. Suggestions on how teachers can be supported in their research.**

- *E-mail discussion network set up to swap ideas.*
- *Provide contact and summary details of on-going research work.*
- *Discussion with other teacher-researchers.*
- *Networks.*
- *Being kept informed of what other research is going on and how people are doing it; Regular meetings with other practitioners/researchers; Set up local teacher-researcher seminars/support groups.*
- *Networking/Liaison with other researchers.*
- *Through contracting with existing providers and intermediaries, and networks linked to institutions.*
- *Teacher researcher groups – network training days then on-going e-mail group. The group would benefit from a reference/support tutor from the University.*
- *Focus groups to look at research projects to pool expertise and break down isolation.*
- *Encourage publication (see RaPAL model) and dissemination.*
- *Time and resources.*
- *Paid time to do it.*
- *Need TIME – very little of it available.*
- *Recognition and payment; Payment to teachers for this work.*
- *Time and money – or at least clear guidelines as to how teachers (and learners) can expect to access these; Part-timers paid extra hours to work on projects; Funding issues (mentioned x2); Need funding to be released from teaching.*
- *Two days a week for one year or one term – ie substantial time and space for planning, action, reflection, writing up, dissemination.*
- *Substantial time off, money, team/group projects, training in how to do research, equal opportunities – range of different teachers doing it, give teachers opportunity to read existing research.*
- *Research time and time for teacher development should be built-in to contracts of employment. This connects with and is informed by the issue of part-time temporary contracts; Terms of contracts.*
- *Develop models for teacher contracts that include research/development work linked to professional development.*
- *Support, along the lines of the N.W. LSDA Research Group; On-going support.*
- *Support in research methods and ethical issues.*
- *Admin/IT it support.*
- *Need material/admin support.*
- *Support when negotiating their involvement in research with their institution; ensure employing bodies recognise/value research and appropriately support.*
- *Expectations of institutions in this involvement.*
- *Clearly defined steps to ensure rigorous research and effective research – perhaps via modular training with a mentor available and regular peer meetings to share good practice.*
- *Conferences, mentoring by University; Skilled researcher to focus research; Need to be guided by the research centre.*

- *Encouraging postgraduate students to work with deliverers.*
- *Training in research methods (mentioned x4).*
- *The Campaign for Learning offer each project a mentor, can we have the same pattern?*
- *Essential that it influences good teaching and learning (fed back to the field).*
- *Research can be credited to further qualifications.*
- *Empower learners to be involved in the research and contribute to the study.*
- *Teachers working in pairs or teacher/learner pairs or learner/learner pairs.*
- *Work in teams across different teaching contexts.*
- *Initial assessment of strengths and needs of teacher/researchers and support package agreed for individuals. May include mentoring, taught sessions on increasing validity, reliability, peer support network, personal coaching etc.*

### **Additional notes from group discussions on teacher-researchers**

What works well (from LSDA NW research group).

- Well organised – physically, resources.
- Learning journey metaphor – lesson plan – structure/concrete
- Teacher as learner mode explicit
- Report back to NW research group
- Training others – into community
- Reflection

Money/resources

Respect as teachers

Teachers as Researchers

- What is meant by research?
- How would it be evaluated?
- All research as part of formal professional development programme.
- All to include Reflective Practice elements.
- Database of research to combat duplication.

Learners as researchers

- How much time?
1. Model of building time for research/development into contracts of employment – culture of research.
  2. Learners as researchers – models exist.
  3. Issue of professionalism being double-edged.
  4. Local stakeholder panels – work to address? of professional bid writers.
  5. Centre as a network for promotion and dissemination of work as a model of excellence.

## **Appendix 6. Suggestions of projects which practitioners might want to carry out in their teaching.**

- *Learners' perceptions of learning versus qualifications – what learning is accredited, eg a student may learn importance of time-keeping etc. which is what employers are looking for, but it's not accredited/valued – only qualifications.*
- *Students' expectations/needs/perceptions of provision – links to retention on programme and also over longer periods (years).*
- *I would like to support tutors at the Adult College – they will have plenty of ideas themselves, which would be of use to other managers and me.*
- *Follow up from evidence collated on why basic skills provision has failed dyslexic adults.*
- *Funding basic skills for offenders with SpLD*
- *Visual discomfort/Meares Irlen Syndrome.*
- *Impact of language awareness work on learning of Standard English.*
- *Language access and development in pre-school children using the creativity of the parents/carers whatever their language level.*
- *Balance Literacy/Numeracy? Is it changing?*
- *Impact of Literacy on Numeracy and of Numeracy on Literacy.*
- *Motivation, retention.*
- *Currently doing project on Everyday Literacy Practices in FE (Jane Mace with Julia Clarke and Elaine Fowler- South Bank University).*
- *How to measure effectiveness of 'Family Learning' – what good practice is in existence? What works/doesn't work?*
- *How can we provide community tutors with appropriate skills (researching for need, marketing, networking, raising awareness, peer group debates, etc.)?*
- *Personal development as part of interlinked ESOL/Literacy provision.*
- *The issue of incorporating Literacy ESOL into course development.*
- *Examination of embedding ICT/ILT in teacher training programmes.*
- *Examination of the use of ICT in Basic Skills with a view to producing guidelines/best practice guide for tutors to (work already done in other fields – needs to be collated and developed).*
- *Workplace-related projects.*
- *Writing in academic/HE contexts – developing skills, students' experiences, possibilities and limitations.*
- *Impact of work with outreach projects in the community.*
- *'Clown teaching' (based on modified ideas of 'clown doctors') for developing basic skills.*
- *Raising the levels of Literacy within family units – working with schools, etc.*
- *Research by students into attitudes of public towards learning problems/disability.*
- *The effects of participation in Family Learning basic skills programs on adults in terms of greater involvement in further learning, community work etc. (Currently some data held, but short-term, anecdotal, descriptive).*
- *Screening, assessment and pre-learning of Basic Skills (Literacy).*
- *Already doing a course with the 16-19 New Deal; What is Dyslexia?' (Dealing with the harmed learner and unidentified dyslexics).*

- *Widening participation issues within Sure Start. (Respondent already researching this as PhD at University of Nottingham.)*
- *ICT and basic skills.*
- *Accessibility/inclusivity of materials.*
- *Short/different/residential family learning.*
- *The role of Volunteers and mentors.*
- *Looking at how the acquisition of basic skills impacts on very conventional family settings, where it re-distributes 'power'.*
- *Soft targets "value added" in basic skills students – eg self-confidence, self-esteem, employability, communication skills etc.*
- *Empowering mainstream tutors in work with deaf/disabled learners. This will be the vast number of lecturer's experience of deaf learners.*
- *Different teaching styles for deaf learners and how they impact eg hearing tutors, deaf tutors, classes with support and discrete classes. What is good practice?*

## **Appendix 7. Comments on the content of teacher training and suggestions of areas there should be more professional development.**

- *I'd like a network of trainers or trainer trainers to mix with T.U. trainers, workplace trainers, prison etc.*
- *More on-going updating sessions from people on the Core Curriculum training (both newcomers and experienced).*
- *Clear progression of development for staff (mentioned x3).*
- *The current situation re C&G 9281+9285/7307 is not helpful.*
- *Generic training – important.*
- *Higher levels are an important step in a more professional status for Basic Skills.*
- *Post CELTA level ESOL qualifications – mismatch with FENTO expectations as Certificate of Education is generic and less useful but ELT diplomas are at a higher level than Cert Ed and also may be very EFL oriented.*
- *PGCE good points – a) Teacher as Researcher Module. b) Specific workshops delivered by practitioners on teaching methods in basic skills BUT not all PGCE courses contain the above.*
- *Areas of Professional Development a) research b) dyslexia c) teaching methods.*
- *Initial teacher training still unclear – where are the FENTO Standards? In relation to basic skills as a specialism career paths are still unclear/diverse in this area.*
- *Teacher training for basic skills teachers seems to be very 'patchwork' in comparison to other kinds of teacher training such as PGCE. It might be useful to establish the reason for this and explore ways to improve.*
- *Primary need is to research Literacy curriculum and current methods and approaches and draw up a coherent programme.*
- *Adult Education/FE/HE as equal partners in developing models, content, selection/recruitment and validation of initial teachers training; a joint HE/Adult Education working party.*
- *Importance of involving and recognising the learner, different ways of learning.*
- *Subject knowledge.*
- *Support for tutors at different levels.*
- *How to prepare people to move up levels.*
- *How to avoid the hierarchy of levels of teacher training from excluding some of the current wide range of tutors.*
- *Teacher training curriculum needs to include an understanding of research findings (and empirical experience) about uses of Literacy, language and Numeracy.*
- *How to equip basic skills tutors to work within specified 'family learning' projects?*
- *Provide a flexible ladder with 'specialist' teaching included in a further rung of the ladder. Each step could be 'accredited'.*
- *Coherent cross-phase provision needed.*
- *Mapping of existing skills, APL and SPEL to provide training routes and identify training needs (Modules?).*
- *Teacher training needs to include marketing, ie how to reach the hard to reach, business marketing – advertising, management skills such as communication, staff development and presentation skills.*

- *In line with Primary/Secondary schools, post-compulsory teacher training needs to include ICT/ILT at varying levels depending on stage of qualification. Need to pinpoint level content and impact on entry requirements.*
- *Marketing/partnership building.*
- *Learning difficulties and disabilities, cognitive and linguistic processing and perceptual-motor processing; relation of these to development of basic skills and who the learners are.*
- *Shared expertise/ideas on 'how to teach' various skills.*
- *Creative/integrated approaches to teaching.*
- *Teaching in different contexts (learning support/community education/workplace etc.)*
- *What should constitute content? Research/gather good practice and disseminate.*
  - *Literacy – language and Literacy development/acquisition.  
language and culture – semiotics, sociolinguistics.  
language and media.*
- *Management of basic skills – organisational and strategic.*
- *Overlaps between basic skills professional knowledge and key professional knowledge in other related fields.*
- *Learning Theory in general – not much evidence that the policy has paid conscious attention to the state of knowledge on how people learn.*
- *Lack of confidence in the abilities of those detailed to carry out training the trainers?*
- *Where are the experts?*
- *Very concerned that the subject specialist skills will still not be taught as part of the new frameworks.*
- *Subject specific knowledge must be built in at every level.*
- *Very serious concerns about quality of teacher training.*
- *Imperative to raise professionalism, improve standards of teachers and teacher trainers.*
- *Programmes which will equip teachers to work in the community.*
- *More cultural awareness training.*
- *Comparing and contrasting learners' 1<sup>st</sup> Language and English – sharing good practice/workshops.*
- *Many tutors have come up via volunteer route and may lack any formal academic qualifications. FENTO standards require good knowledge of the structure of English. How will this impact on staff?*
- *Given National shortage of ABS tutors, how will this impact on staff numbers? Will there be a 'dumbing down' on qualifications to ensure existing staff remain?*
- *If all tutors can APL existing qualifications, will checks be made on quality of these and the consistence of this quality?*
- *Existing qualifications (9281/85/7307) are 'teaching' qualifications and do not address subject specialism (Literacy/Numeracy). How many Literacy tutors understand the structure of English?*
- *Can you teach it if you don't understand?*
- *Explorations of, focus on, (non-formal) contexts (see Local Literacies, etc.)*
- *The curriculum in teacher-training stages 1-3.*
- *What do the subject specifications actually mean in terms of classroom teaching?*

- *How can we ensure that the traditions of empowerment that have been central over the last 25 years are continued - specifically in teacher training where we are being pushed towards graduate entry? At what stage is a trainee-teacher expected to have the subject knowledge – before entry to teacher-training or during it? Possibility of having Access courses for people without formal qualifications.*
- *There needs to be a range of qualifications from frontline staff/mentors onwards. Many of the Government's priority groups will never enter a college. Other people have access to these people and are better placed to support their basic skills needs. There should be training available for key workers who are not tutors and who would not wish to be. Teaching should not have to be formalised.*
- *Modular training excellent idea to ensure accessibility for busy practitioners with families – can all training be like this?*
- *Initial adult education training available to young students – as part of career structure.*
- *Recognition and high profile of career structure, pay, contracts; Make it more attractive as a career.*
- *TNA needed.*
- *Lots of tutors in the area have basic skills needs themselves.*
- *Don't lose the subject specific teaching skills of basic skills practitioners.*
- *Don't lose the teacher training skills gained by individuals in FE over the years.*
- *How will the subject specifications be taught, measured, evidenced and certificated?*
- *An assessment of learner need – a pre learning to learn preparation prior to and during teacher training.*
- *Assess/evaluate training needs for;*
- *Different groups of learners*
- *Different subjects*
- *On-line flexible delivery model could be useful for in-service training.*
- *Volunteers – these are the backbone of much provision – we don't want to professionalise so much that there is no role for them.*
- *I am particularly concerned about basic training for Volunteer Tutors changing. I think we still need a Nationally recognised qualification as the “first step on the ladder”.*
- *Training can sometimes not be rigorous/in depth enough to affect practice. Or people go away ‘thinking’ they can do it.*
- *Need to attract people who want to do it full-time, ie post-graduates.*
- *No career structure for those who come in part-time and decide to make a career of it.*
- *There are a lot of generic skills in the area of disability that can cover deafness and other disabilities.*
- *A tutor cannot be empowered in one session. We have developed a Deaf Learner Champion Course, which might be of interest. (Rob Rogers – Derby College for Deaf People).*

### **Additional notes from group discussions on teacher training**

Clarification on entry requirements at each stage.



- Clarification on content at each stage.
- Level of understanding about language needed.
- Mapping of requirements across HE/FE/Ad Ed/Community/workplace etc.
- Interrelation of Literacy/Numeracy/ESOL while still retaining depth in each.
- How to build in support mechanisms.
- Impact of part-time workforce on development of teacher training/work.
- Selection of people for teacher training
  - consistency of practices
  - recruitment and support
- Data exists on selection and recruitment and its influence on success/career routes etc.
- Expectations within employment at each stage of training.
- Curriculum – generic v. specialist skills.
- Lessons to be learned from Primary Schools.
- What actually constitutes Literacy? and subject specific knowledge?
- What is our body of good practice?
- How can we measure its effectiveness?
- LLU eg Cert. Ed. – funding to map standards and development.
- What is LSC's role in funding professional development?
- Links with HE funding?
- Ensure comprehensiveness not duplication.
- Teaching placements – too many trainee tutors – not enough placement opportunities.
- Research system and process.
- Numbers of 9281/2/3 qualified?
- How to support staff into specialisms, eg Family/Work learning.
- Train vocational tutors/expertise of basic skills tutors.
- Context based learning eg citizenship, health – supporting tutors to introduce broader context.
- Social capital indicators that make effective basic skills community based programme eg neighbourhood renewal motivators into learning.
- Pedagogy of motivating and retaining learners – issues and indicators.
- Numeracy – raising profile, raising confidence.
- Models of good practice.

New entrants – what will they follow?

Post grad – what will be available?

Current problems with Basic Skills specific qualification 9281 remains for the moment. But 9285 last registration May 2002 but there is no FENTO standard qualification in place, therefore, no clear progression route.

What will be the level of training/skill required?

eg an 'awareness raising' short training or Level 4 English/Maths.

Issues

- All-graduate profession? – implications for established Basic Skills tutors who did not graduate.
- Up skilling in light of core curriculum training.

- Pay related to qualifications.
- Will prior learning/experience be taken into account?
- 14-19 age groups in colleges - what Basic Skills qualifications needed here?
- Generic training units plus specialisms to take account of context. (eg prison, disaffected, behavioural difficulties).
- Timing of training – importance of it to the parent college in terms of releasing staff, paid time etc.
- The 'post-graduate' level course could have flexible entry pre-requisites taking account of prior learning and experience.
- Access to information eg web sites, resources etc.
- Tutors who complete initial training/9285 in Basic Skills. Where do they go? What do they do?  
Need for a network to share information/good practice materials.

## Appendix 8. Suggestions of topics for Diploma modules

	Number of mentions
Teacher Education (training the trainers)	32
Alternative approaches to Assessment	31
Programme Evaluation	26
Using the curriculum creatively	26
Developing Community-based practice	24
Management and Organisation of Basic Skills programmes	24
Theory and Practice of Adult Literacy Education	23
Doing Action Research	22
Materials Development and Task Design	22
Understanding Dyslexia	22
Supporting Family and Community Learning	22
Theory and Practice of Numeracy	19
Theory and Practice ESOL	19
Equal Opportunities and Access in Basic Skills Provision	19
Policy Studies in Adult Literacy, Numeracy and ESOL	18
Managing Innovation and Change	17
Supporting Student Writing	16
Assessment of Prior Learning (APL) Portfolio	15
On-line learning	14
Workplace Basic Skills Policy and Practice	14
Small scale Research Study on a topic of your choice	14
Methods of Data Collection and Analysis	12
Supporting Basic Skills in Prisons	9
Understanding Academic Writing	7

### Other Modules suggested:

*Learning to learn (mentioned x2)*

*How adults learn*

*How adults learn to read*

*Supporting Basic Skills on other courses (mentioned x2)*

*Funding*

*Measuring/finding/accrediting 'soft' outcomes*

*How to be a change agent*

*How to use initial assessment outcomes effectively*

*Management of programmes/staff.*

- *Life beyond the worksheet.*
  - *Political Literacy for basic skills tutors.*
  - *Working with the deaf and hard of hearing learner.*
- Using ICT in Basic Skills*

*Pedagogy which underpins professional development*  
*Training in the context of part-time tutors.*  
*Business skills and marketing.*  
*Expand 'On-line learning' to ILT generally – integrating IT/ILT into classroom. (It's not just online learning.*  
*Marketing/Outreach work.*  
*Funding/bid writing – the process.*  
*Diagnosing and teaching dyslexic learners.*  
*Learning difficulties and disabilities and Basic Skills/ESOL.*  
*Communications and Numeracy in the workplace*  
*Theory and practice of CDA; understanding of the making of texts in contexts.*  
*Training providers (as well as employers)*  
*Focus on non-education providers (in the traditional sense) to include employment service, small and large voluntary organisations.*  
*Work in related social fields – neighbourhood renewal, adult learning, health, social capital (wider benefits), economic prosperity (earning power)*

## **Appendix 9. Suggestion on dissemination and how research findings can be translated into practice.**

- *Summaries in a bulletin with contact details. (mentioned x5)*
- *Twilight session, possibly meeting in a sociable environment, monthly.*
- *Dissemination of information via Website/conferences/working groups. (mentioned x5).*
- *Regular networking type conferences.*
- *This must happen – absolutely essential.*
- *By involving as many teachers as possible at all stages?*
- *Sharing of information (who's done what? How did it go?) Conclusions drawn, follow up.*
- *Working seminar.*
- *If research is planned to be relevant to actual practice then this should be easy?*
- *Through training courses*
- *Dissemination*
- *Teaching materials*
- *Funding in the right place*
- *Local networks; Regional research group.*
- *On-going staff development based around research findings.*
- *Recommendations to government, eg LSD in training for educators.*
- *Badge centres of excellence.*
- *HE/FE training partnerships.*
- *Interactive/multisensory presentations – fun.*
- *Ascertain past and current research which is deemed relevant(?) and pay the researcher(s) to disseminate their findings at either regional meetings or at colleges.*
- *Regular dissemination events.*
- *Regional consultations.*
- *Mailing/Distribution lists.*
- *Local and regional networks, seminars etc. where teacher researchers talk to other teachers.*
- *Make sure people get to know about what research has been done and how it can affect their practice and support to make necessary changes.*
- *Mentoring opportunities, research passed to mentors who work with a team of mentees.*
- *Radio/TV programme.*
- *Further 'implementation of research' projects.*
- *Visiting speakers to workplaces and events.*
- *To cascade this to lead practitioners.*
- *Training, training and more training.*
- *Observation and feedback – constructive, not inspectorate type.*
- *Regional events for managers.*
- *Local events for tutors.*
- *Supplement in existing journal (RaPAL?) rather than another new one.*
- *Disseminated to teacher-training courses*

- *Formative (and resource) consistent involvement of practitioners.*
- *As well as speaking for/about learners, offer forum for learners to speak for themselves.*
- *Translate it into teaching/learning modules and embed in teacher training perhaps.*
- *Dissemination of consultation meetings.*
- *Continuous contact with the field.*
- *Use of 'pilots'.*
- *Good publicity with effective spread of information to all providers.*
- *Build structured professional development time into staff contracts of employment.*

## Appendix 10. General feedback on the work of the Centre

In addition to general supportive comments:

- *Historical opportunity – keep it all as relevant as possible and translatable into practice.*
- *Keep a positive model of Literacy throughout.*
- *Start looking for funding to continue now!*
- *The overview strategic plan makes perfect sense – it's very good.*
- *It's exciting, but needs sorting.*
- *Some assumptions about people's knowledge – might be worth providing a briefing sheet for practitioners.*
- *Modify 'peoples lives' strand to consider the non-participants.*
- *The point made in the Strategic Plan, VISION; "What are the economic and social benefits of poor basic skills for individual adults and for society?" seems a sorry place to start. (It is a cost v. benefits view). Rephrased as follows it would provide a much firmer base from which to plan strategically, "What are the economic and social benefits of good basic skills for individual adults and for society?"*
- *Adult Education/HE/FE should be equal partners. Use each other's expertise.*
- *Good so far – wide-ranging representation – appear to be genuinely interested in two-way consultation.*
- *Vast area of research, a good start – open discussion – but how wide is the research, how 'real' is the research? Some of the very basic, more difficult to set up, carry out and analyse seems to have been overlooked eg .who are these learners, do we need to reach them, how do we reach them?*
- *Hope any/all research will build onto existing good practice and not re-invent what is/has already taken place. At the moment, there seems to be a general view held in the field that nothing 'good' has happened until basic skills became such a government priority. This is clearly not the case: hope research will build upon good practice.*
- *Different kinds of providers of basic skills need to be taken into account.*